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ABSTRACT

This guide was developed to meet the needs of the increasingly large number of nonliterate and semiliterate adult English-as-a-second-language (ESL) learners in the Chicago metropolitan area. It is suitable for learners who are illiterate or semiliterate in their native languages, or who are literate in a language using a non-Roman alphabet. The guide is organized in five sections. The first section is an introduction that identifies ESL literacy and learners and discusses how teachers can help these students. Part II contains the communication objectives for courses 101-103. Each objective has nine components, including course number and communication objective number, title, sample life situations, sample language, competencies, literacy skills, notes to the training specialist, related higher-level objectives, and a suggested lesson outline. In Part III, oral and written teaching strategies are discussed, and materials are suggested. Part IV presents a sample lesson on telling time, while the final section provides an annotated bibliography of classroom materials and a bibliography of professional resources. (KC)

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ED273759

ADULT EDUCATION

GUIDE TO ESL LITERACY CURRICULUM

COURSES 101-103

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ADULT LEARNING SKILLS PROGRAM

GUIDE TO ESL LITERACY CURRICULUM

Consisting of materials for beginning oral practice

and literacy instruction in English as a Second Language

Courses 101, 102, and 103 of the ESL Curriculum

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PREFACE

This **Guide to ESL Literacy Curriculum** of the Chicago Urban Skills Institute was developed to meet the needs of the increasingly large number of nonliterate and semiliterate adult ESL learners in the Chicago metropolitan area. Much of the material draws on experience gained inside the classroom. Suggestions for teaching are based on what we have found "works" with adult ESL literacy learners.

The **Guide to ESL Literacy Curriculum** is an addition to the larger **Guide to ESL Curriculum** of the Chicago Urban Skills Institute. As such, it has been written with the assumptions and approach of the larger curriculum in mind. It is designed specifically for those learners who lack the skills necessary for study at the level of the **Guide**.

Many people have contributed to the development of this literacy curriculum. We are especially grateful to the Training Specialists who volunteered their time, energy, and ideas. Without them, our efforts would have been in vain. Included in this number are the 80 Training Specialists who responded to the ESL literacy survey taken in the fall of 1983. Information supplied by them has helped to shape this curriculum. Also included are the Training Specialists who participated in the field test of the preliminary version, and whose names are listed on the next page.

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FOREWORD

Who Is This Guide For?

This volume is the Guide to ESL Literacy Curriculum of the Adult Learning Skills Program of the Chicago Urban Skills Institute (City Colleges of Chicago). It comprises the special portion of the larger ESL curriculum intended for ESL literacy students.

Which students should this Guide to ESL Literacy Curriculum be used with? The series of figures below begins to answer this question. Additional descriptions of ESL literacy learners can be found in the pages that follow.

To begin, let the large circle at the right (Figure 1) represent the set of all adult learners of English as a Second Language in Chicago. At this writing, over 11,000 adult ESL students were enrolled in our program. This is the overall learner population with which our ESL curriculum is concerned.

Figure 1.

Consider now Figure 2. Let the smaller shaded circle in this figure represent all adult ESL learners in Chicago who need instruction at the very beginning level of oral English language skills. This group is a significant subset of all the adult ESL learners in Chicago.

Beginning level students of English as a Second Language usually are beginners in all aspects of English. Both oral English and written English skills must be learned.

Figure 2.

However, there is a special subset of beginning level adult ESL learners in Chicago. These learners need instruction in roman alphabetic literacy skills.

The smaller circle with the lines in Figure 3 below represents this group.

Included in this subset are all adult ESL learners who are nonliterate or only semiliterate in their first or native language. (For a further description of these learners, see pages 1-4.)

Also included in this subset are adult ESL learners who are literate but only in a nonroman alphabetic language, such as Assyrian, Chinese or Khmer.

Figure 3.

The subset of ESL literacy learners represented above is sometimes confused with other very beginning oral ESL students. Not included in this specially designated group of ESL literacy learners are those beginning learners who may read and write no English whatsoever, but who are literate in a roman alphabetic language, such as Spanish, Polish, Vietnamese, or Italian.

It has been found that ESL learners who are not literate in a roman alphabetic language or who are not literate in any language have a different approach to learning English as a Second Language from those students who are literate in a roman alphabetic language. (For further information, see page 5.)

When we combine Figures 1 and 3, we can see that these two subsets of ESL learners--those who are very beginning in oral ESL and those with few literacy skills--overlap to a considerable extent. (See Figure 4 on the next page.)

In Figure 4, the overlapping area represents those adult ESL learners in Chicago who are in need of both very beginning oral ESL language instruction and basic roman alphabetic literacy instruction.

The Guide to ESL Literacy Curriculum you are reading is written especially for the group of ESL learners represented by the overlapping area in Figure 4.

Figure 4.

Figure 4 also shows that there is a group of adult ESL learners who do not need instruction in very beginning oral ESL, although they do need roman alphabetic literacy instruction. This group is represented by the crescent with lines in Figure 4 and 5.

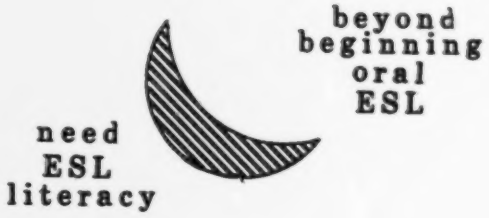


Figure 5.

This Guide to ESL Literacy Curriculum can help with instruction of these students. The literacy strategies described herein can be adapted to prepare lesson segments that help to build the roman alphabetic literacy skills these students need. (See especially Course 101.) Instruction for these students must, however, also be based on the objectives and approach of the Guide to ESL Curriculum, according to the oral ESL skills of these students.

Figure 4 also shows that there is a group of adult ESL learners who do need instruction in very beginning oral ESL, although they do not need special roman alphabetic literacy instruction. These learners--literate in the roman alphabet but beginners in ESL--are represented in Figures 4 and 6 by the shaded crescent.

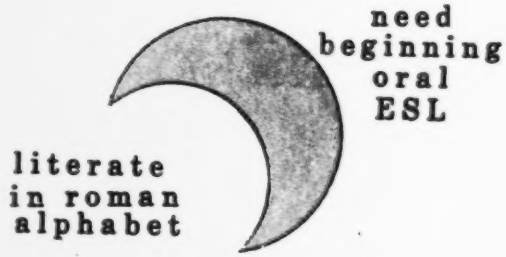


Figure 6.

The Guide to ESL Curriculum, beginning at courses, 201-203, is intended for use in planning ESL instruction for this latter group.

For classes in which some learners can and some learners cannot read and write well in the roman alphabet, both this Guide to ESL Literacy Instruction and the larger Guide to ESL Curriculum should be consulted.

WHO ARE THE ESL LITERACY LEARNERS?

ESL literacy learners are learners of English as a Second Language who have special difficulty learning to read and write English due to lack of literacy skills in their first language. They range from peasant refugees who have never been in a classroom to working-class immigrants who can recognize several hundred familiar words on sight but who lack strategies for decoding new words. Various terms have been used to describe these different types of ESL literacy learners. The terms used in this curriculum are preliterate, nonliterate, semiliterate, and nonroman alphabetic. These four terms are defined and illustrated below.

Preliterate ESL learners are those who come from cultural groups in which literacy is unusual. These learners speak languages, such as Hmong and Haitian Creole, which were not written until recently, and whose newly-formed writing systems remain unfamiliar to most members of the society. These learners are unaccustomed to newspapers, books, or street signs in their native language. They have never been to school, and sometimes need to be shown how to hold a pencil. They must begin literacy learning with prereading tasks, such as comparing shapes and sequencing pictures.

Lia Xiong is a 28-year old refugee from Laos. She is a member of the Hmong tribe, an isolated cultural group who live in the highland regions of Laos, Thailand, and southern China. The Hmong language was not put into written form until about 1950, and its use has not become widespread. Although some Hmong men can read and write Laotian, literacy among Hmong women is rare.

Lia arrived in Chicago in 1981 and began school in order to survive in her new country. After studying English for three years, she has gained some oral proficiency, but her literacy ability remains very inadequate. She will need a very patient, empathic teacher--one skilled in ESL literacy instruction--if she is ever to attain self-sufficiency in reading and writing.

Nonliterate ESL learners are those who speak a language that is commonly written, but who lack literacy skills in that language. This deprivation is often due to poverty, war, oppression, or other absence of opportunity in their native country. They may have attended one or two years of school, often intermittently and under difficult conditions. Most have prereading skills and are accustomed to seeing books, newspapers, and public signs in their language, even though they cannot read them. Because they usually come from poorer social classes and may have already experienced the stigma of illiteracy in their native countries, many nonliterates lack confidence and have fears connected with formalized learning.

Thanh Nou is a 53-year old refugee from Southeast Asia. Although born of Vietnamese parents, she lived much of her life in Cambodia. Orphaned at an early age, she worked in the fields and never attended school. She speaks both Vietnamese and Cambodian but cannot read or write either language.

Thanh and her Cambodian husband fled Cambodia about 1979. They spent 2½ years in refugee camps, where Thanh studied English part of the time. In November of 1982 they came to America.

As a resident of Chicago, Thanh has attended ESL classes about 14 hours per week for 1½ years. Still, she remains at the beginning level. Orally, she can usually be understood only by someone who is already familiar with the topic she is trying to talk about. Her literacy ability consists of reading and copying numbers and a few sight words.

Friendly and vivacious by nature, Thanh eagerly desires to communicate with Americans. She also wants a good-paying job. For these reasons she has persevered in her study of English despite few signs of progress.

Semiliterate ESL learners may have had up to eight years of education in their native country, again often with intermittent attendance and under difficult conditions. They are unable to read and write their first language beyond the elementary level. In the case of older learners who have been in America for a long time, their first language literacy skills may have atrophied due to years of disuse. Because they lack well-integrated literacy skills, semiliterate students experience great difficulty learning to read and write English.

José is such a student. He is a 27-year old Guatemalan immigrant who attended four years of school in his native country. He speaks Spanish and can read and write it a little. He worked in a clothing factory and married young. He attended night school and received an elementary school diploma as a teenager in Guatemala.

In April 1982, when terrorists invaded the factory where he was working and shot the managers, José decided to flee his country and come to Chicago.

José is now working as a maintenance man in a factory in Chicago. At work his supervisors praise his eagerness and enthusiasm to learn. José is orally quite fluent in English, but his reading and writing abilities lag behind. He is able to read common signs and simple sentences with help, and to fill out his job card.

José wants to move up in the factory. He knows he could get a better position if he could read and write English better.

Nonroman alphabetic refers to ESL learners who have some literacy skills in a language not written with the roman alphabet. They may be semiliterate or even literate in such a language, but their unfamiliarity with the roman alphabet compounds their problems with reading and writing English. Learners whose first language is Arabic, Assyrian, Cambodian, Chinese, Farsi, Greek, Korean, Laotian, or Russian, as well as others, fall into this category. Depending on their background, nonroman alphabetic students often need special instruction in left-to-right directionality, letter and number formation, the relation of letters to lines on the paper, and sound-symbol correspondence.

Shiba is a 59-year old refugee who lived and worked on his farm in a small village in Iraq. He attended five years of school where he learned to read and write Arabic. He speaks Arabic and Assyrian fluently.

Shiba fled Iraq after military actions left his village a burned ruin. He and his family were sent to Greece where they remained for two years. In 1983 they came to Chicago.

Shiba is the oldest student in his ESL class, and also the most verbal. He is always eager to participate in discussions and give his opinion, and he is able to carry on a lengthy conversation in English with very few pronunciation problems. However, he cannot read the textbook used in his class. His English literacy ability consists of copying words (laboriously) and reading a few common sight words.

Shiba is a proud man who wants to work and earn his living. He doesn't like being on public aid. He is determined to succeed in this country, and he knows that learning to read English will help him to do that.

WHAT IS ESL LITERACY LEARNING ?

Literacy learning refers to the acquiring of basic reading and writing ability. ESL literacy learning refers to the acquiring of basic reading and writing ability in English as a Second Language by those who have never mastered basic reading and writing in any language. ESL literacy learners endeavor to acquire literacy in English despite having little or no ability to read and write their native language.

It is helpful for ESL literacy instructors to compare the tasks of ESL literacy learners and native English speaking literacy learners. Both types of learners are struggling to learn to extract meaning from a printed English text (reading). Both are struggling to learn to produce written English which conveys their thoughts (writing). Besides these tasks common to both types of learners, ESL literacy learners have the additional tasks of learning to extract meaning from spoken English (listening) and learning to produce English speech which conveys their thoughts (speaking). Truly, if English literacy learning is difficult for native speakers of English, it must be doubly so for those whose first language is not English.

HOW CAN TEACHERS IDENTIFY LEARNERS WITH ESL LITERACY PROBLEMS ?

In order to give ESL literacy learners the special attention they need, Training Specialists must be able to recognize their special problems. As was pointed out earlier, years spent in school is a good indicator of literacy ability. Training Specialists should know the educational level of each of their students.

In addition, ESL instructors should be alert for learners whose oral skills are far ahead of their written skills. Most experienced teachers have encountered students who could speak English with considerable fluency, but who could scarcely read or write it at all. Usually such a situation is the result of weak literacy skills in the first language. Special ESL literacy activities, such as those suggested in this curriculum, can help these students develop the skills needed to make progress in reading and writing.

Occasionally students will frankly tell the instructor that they cannot read or write. More often, however, they will try to hide their illiteracy out of embarrassment and fear. Training Specialists should watch for classroom behavior which indicates possible literacy problems. Such behavior includes habitually relying on classmates for reading help and frequently "getting lost" during open book sessions. In addition, teachers can learn much from writing assignments done in class. Students who have difficulty holding a pencil or copying from the board reveal a lack of basic literacy skills. Students whose penmanship appears very awkward and not well-oriented to the lines of the paper may be nonliterate, or they may be literate in a nonroman alphabetic language. Students who do well orally but who consistently fail to complete written assignments should definitely be considered for special literacy instruction.

HOW CAN TEACHERS HELP LEARNERS WITH ESL LITERACY PROBLEMS ?

Children learn their native language in the general sequence of listening first, speaking second, reading third, and writing fourth. While this listening-speaking-reading-writing sequence is not without variation, it is true often enough to be a useful rule for ESL instructors to follow. Experience has shown that in teaching ESL literacy in particular, listening and speaking must always come before reading and writing. Learners must be given plenty of practice listening to and saying a word before they are asked to read and write it.

To the nonliterate ESL learner, reading is not an aid; in fact, it is often a threat! Introducing new words by writing them on the blackboard does not help nonliterate learners, because they lack the skills which would enable them to associate the written symbol with the aural one. This is why new vocabulary must be taught orally first. When the teacher is sure that the learners know a word aurally, then it may be printed on the board for reading instruction. (The teacher should write clearly on the board, in a script commensurate with the level of the learners. If they only recognize upper-case printed letters, then the teacher must print using those letters.)

While following this listening-speaking-reading-writing sequence, teachers must introduce new material by small steps, with great patience and much repetition. Moreover, Training Specialists should make sure the learners have mastered the prerequisite steps for every task they are asked to perform. For example, suppose that nonliterate learners who have an aural understanding of "name" are taught to read the word NAME (upper case). If the instructor then shows them the word name (lower case), learners will not be able to read it if they lack

the prerequisite skill of associating upper and lower case forms of the same letter. Teachers should also take care to limit the amount of new material introduced at one time. Above all, Training Specialists must be very patient with ESL literacy learners, and be willing to review and reteach the same material many times.

Training Specialists can also help ESL literacy learners by finding out what they need to read and write outside the classroom. What do your students need to read? (Possibilities include bills, public signs, container labels, maps.) What do they need to write? (Possibilities include forms and applications, checks, addresses on envelopes, notes to teachers.) By finding out the learners' literacy needs, instructors will be able to design lessons to meet those needs. This, in turn, will increase the chance that what is taught in the classroom will be used outside of class. Finally, the Training Specialist will be helping the learners to experience the feeling of success that comes from using their newly acquired literacy skills to solve their personal, real-world problems.

ESL literacy teachers can help their students by designing lessons based on learners' interests and experiences as well as their needs. By being good listeners and good questioners, Training Specialists can elicit oral information in such high-interest areas as the learners' children, occupations, skills, housing, and daily routines. Such oral accounts can serve as the basis for literacy lessons developed by the language experience approach described in the "Teaching Strategies" section of this curriculum.

A NOTE ON MULTILEVEL CLASSES

Because of the difficulty of learning to read and write English as a Second Language when one has never mastered these skills in one's native language, it is recommended that ESL literacy learners be placed in a separate ESL literacy class whenever possible. There the teacher will be able to give attention to the needs of the literacy learners without fear of boring higher level students.

When it is not feasible to form a separate ESL literacy class, it falls upon the Training Specialist to plan activities that will be of value to both the literate and nonliterate learners. Such planning demands ingenuity, energy, experience, time, and dedication!

The first task of the teacher faced with a multilevel class is to get to know the ability level of each student. By means of procedures such as those mentioned earlier in this introduction, the Training Specialist can identify which students (if any) have literacy problems. After the instructor has mentally divided the class into ability groups, the basic classroom strategy becomes this: (1) conduct a listening/speaking activity in which the whole class participates, (2) break the class into ability groups for reading/writing assignments based on the listening/speaking activity. Each group's assignment should be tailored to the literacy needs and skills of its members.

Specific suggestions of activities for multilevel situations are made in the Communication Objectives and Teaching Strategies sections of this curriculum. In addition, the Sample Lesson Sequence, pp. 127 ff. , was written especially with a multilevel class in mind.

GENERAL INFORMATION ABOUT THE COMMUNICATION OBJECTIVES

This ESL Literacy Curriculum consists of three courses--101, 102, and 103. Each course consists of 8 communication objectives stated in functional terms. The 24 communication objectives are listed below.

101

101-1 Counting (Numbers I)
101-2 Discriminating Shapes & Lines
101-3 Making Lines
101-4 Reading Numerals (Numbers II)
101-5 Writing Numerals (Numbers III)
101-6 Discriminating Letter Shapes (Letters I)
101-7 Making Upper-Case Letters (Letters II)
101-8 Comprehending & Saying Letter Names (Letters III)

102

102-1 Identifying Oneself
102-2 Saying Hello & Good-Bye
102-3 Giving One's Address & Phone Number
102-4 Identifying Classroom Objects
102-5 Following Classroom Instructions
102-6 Identifying the Days of the Week
102-7 Reading & Writing Dates
102-8 Counting Money

103

103-1 Reading Lower-Case Print
103-2 Telling Time
103-3 Understanding & Making Requests for Things
103-4 Talking About Food
103-5 Understanding & Making Requests for Assistance
103-6 Saying Where Something Is
103-7 Describing One's Family
103-8 Signing One's Name

Several important aspects of the communication objectives are pointed out in the following paragraphs.

The objectives are not intended as "one day lesson plans". Instead, they are designed to present suggestions of sample language and lesson outlines that will be taught and recycled throughout the module.

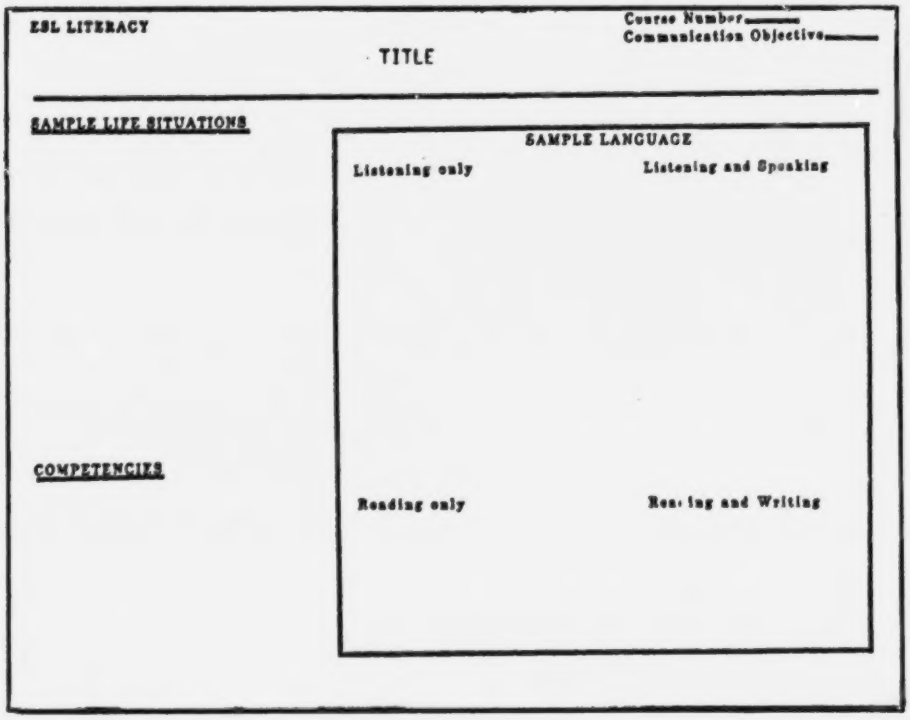
Training Specialists should not feel bound to concentrate on one communication objective for an entire class meeting. Often it is better to "sample" material from several objectives, spending 30 minutes or so on each.

The sample language of the objectives gradually increases in difficulty from 101-1 to 103-8. Later objectives usually assume a mastery of skills taught in earlier ones. Despite this, Training Specialists should not feel compelled to teach the objectives in the order they are arranged here. The needs and interests of the learners must determine the actual teaching sequence.

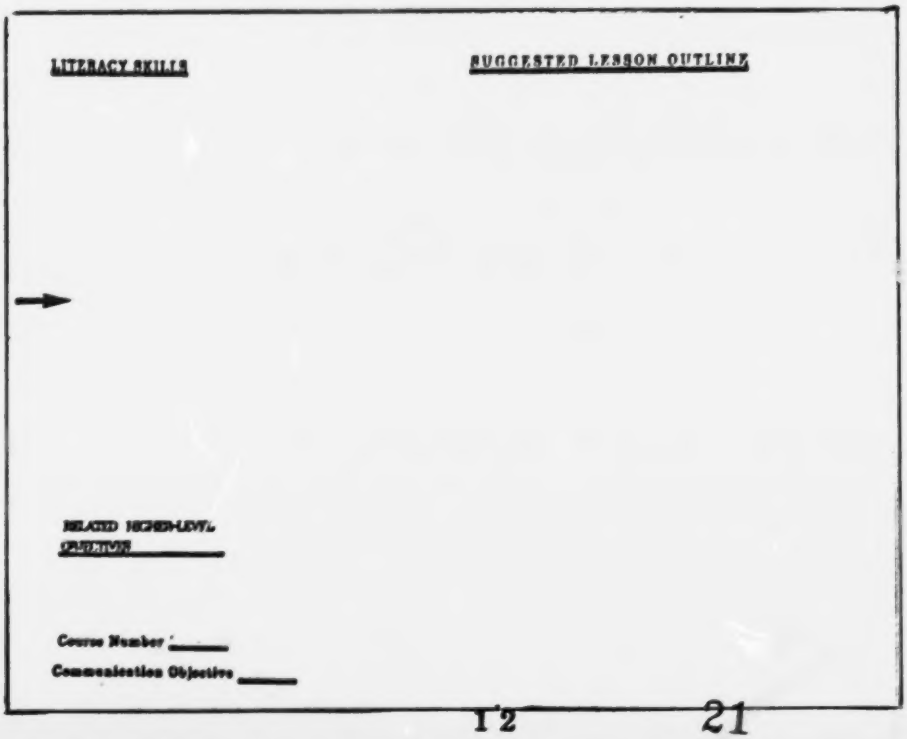
A good beginning point for Training Specialists trying to implement this curriculum is 102-2, Saying Hello & Good-Bye, since these activities are naturally a part of every class. When new students are present, 102-1, Identifying Oneself, is also relevant. Beginners will not master all of this material in one day: it may take weeks for certain students to attain the competencies listed for these objectives.

The objectives of Course 101 are, in general, concerned with the development of pre-reading and pre-writing skills. Many beginners already possess these skills and do not need specific instruction in them. These objectives are available, however, for the nonliterate and nonroman alphabetic learners who need them. When working with such students, Training Specialists are advised to continue teaching oral language from selected 102 objectives while referring to relevant 101 objectives to teach literacy readiness skills.

Each communication objective is laid out in a standard format, which consists of nine components displayed on two adjacent pages. Blank sample pages are shown below.



"A" page



"B" page

The nine components of each objective are listed and briefly described in the following paragraphs.

COURSE NUMBER and COMMUNICATION OBJECTIVE NUMBER

At the top of the "A" page and at the bottom left of the "B" page is the course number and the communication objective number. Use these numbers for reference.

TITLE

The title gives a functional description of what the learners will be doing as they participate in the communication objective.

SAMPLE LIFE SITUATIONS

These are examples of real-life situations for which the learners need the specific skills and competencies developed in the objective. Dialogues and role plays can be developed from these situations.

Training Specialists should try to find out which situations are most applicable to their learners. Advanced students and bilingual counselors can help with this. Perhaps there are situations not listed for which the students urgently need English. If so, the TS should plan lessons around those situations. The key is to let learners' needs and interests determine the content of the lessons.

SAMPLE LANGUAGE

The language listed inside the sample language box is intended to indicate the level of difficulty of English for this course number and communication objective. It is also intended to provide examples of the grammar patterns and vocabulary typical of the objective. Training Specialists should feel free to introduce other grammar patterns and vocabulary according to the needs and interests of their students.

ESL learners generally need to understand more English than they need to produce. The sample language box has been divided into four sections with this in mind.

COMPETENCIES

This component lists observable behaviors which indicate that learners have mastered the communication objective.

LITERACY SKILLS

This component lists the various reading and writing skills which are developed by the teaching strategies suggested for the objective.

NOTES

This arrow ➡ indicates notes to the Training Specialist.

RELATED HIGHER-LEVEL OBJECTIVES

Numbers of objectives from CUSI's Guide to ESL Curriculum which treat a similar topic are listed here. These related objectives give additional vocabulary and "more advanced" sample language. They are especially intended as an aid to Training Specialists who have multilevel classes.

SUGGESTED LESSON OUTLINE

This component gives a brief outline of a sample lesson plan for teaching the communication objective. Although these outlines have been written with very beginning students in mind, each TS will have to adapt them to the needs of his or her class. More information on individual strategies can be found in the "Teaching Strategies" section of this curriculum, pp. 74-123.

A guiding concern in planning the Suggested Lesson Outlines has been to provide an ordered set of activities which gradually lead learners to a mastery of the Competencies specified in each objective. For this reason most of the lesson outlines are recursive in nature; that is, the sequences of strategies and activities are meant to be used more than once. For some objectives the teaching steps are intended to be repeated over several days with different content material from the Sample Language box. For other objectives the lesson outline gives several cycles of activities which are designed to gradually bring the students to greater proficiency. It is hoped that these Suggested Lesson Outlines and their accompanying notes will assist Training Specialists in leading their beginning learners to greater proficiency and confidence in oral English and English literacy.

COUNTING (NUMBERS I)

SAMPLE LIFE SITUATIONS

** Worker follows boss's instructions to put 12 cans in each box.

** Public Aid applicant tells social worker the number of people in her family.

** Shopper tells clerk how many doughnuts she wants to purchase.

** Father takes his family to a movie, tells clerk how many tickets he needs.

16

COMPETENCIES

Upon completion of this objective, learners can:

1) upon hearing a number 1-30, correctly select the same quantity of real objects, Xs, or dots.

2) orally count objects in quantities of 1-30.

25

SAMPLE LANGUAGE

Listening only

Count.

Count them.

Please count.

Make 15 Xs.

Show me 3 fingers.

Pick up 5 rods.

Look at the board

Look at these.

Listening and Speaking

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen.....

..... twenty-one .....

..... thirty.

How many?

Reading only

(Learners count shapes and Xs drawn on the chalkboard.)

Reading and Writing

(Learners make Xs.)

26

LITERACY SKILLS

- Spoken - Visual association
  -of oral number with Xs on chalkboard
- Correct technique for holding
  -chalk, pencil
- Directionality
  - left to right
  - top to bottom

→ Although this objective includes numbers 1-30, these should not all be presented at once. Present only 5-10 new numbers per practice session (while reviewing those previously taught).

Further explanation of each strategy listed in the Suggested Lesson Outline is found on pp. 64 ff.

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RELATED HIGHER-LEVEL OBJECTIVES 201-11

Course Number 101

Communication Objective 1

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SUGGESTED LESSON OUTLINE

a. Presentation
   -using real objects and Xs drawn on the chalkboard, TS establishes the meaning of 5-10 new numbers (oral only)

b. Comprehension Check
   -learners demonstrate understanding of numbers by silently responding to TS's commands to show 3 fingers, pick up 5 rods, make 2 Xs, etc.

c. Repetition
   -TS displays a certain number of objects, shapes, or Xs
   -TS counts them orally and/or says the total aloud
   -learners repeat after TS

d. Question - Answer Drills
   -learners respond orally to TS's commands "Count them" and questions "How many?"

e. List & Cards
   -each item on the list is a set of Xs, (2Xs, 5Xs, 12Xs, 7Xs, etc.). There is a card identical to each item on the list. (See p. 99 for further explanation of this strategy.)

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DISCRIMINATING SHAPES & LINES

SAMPLE LIFE SITUATIONS

(There are few life situations limited to the skills taught in this objective. Nevertheless, these skills are necessary for the development of literacy.)

COMPETENCIES

Upon completion of this objective, learners can:

1) indicate whether two objects, shapes, or lines are the same.
2) select a shape or line which matches a given shape or line.

SAMPLE LANGUAGE

Listening only

Circle the one that is the same.

Which one is the same?

No, not that one.

It's not the same.

Is this the same?

Are they the same?

Pick up the same one.

Circle it.

Listening and Speaking

same

no

yes

not the same

Reading only

(Learners examine shapes and lines.)

Reading and Writing

(Learners circle the shape or line that is the same.)

LITERACY SKILLS

- Visual matching and discrimination
  - objects
  - shapes
  - lines
- Correct technique for holding
  - chalk, pencil
- Directionality
  - left to right
  - top to bottom

→ In teaching visual discrimination to preliterates, it is helpful to proceed from the concrete to the abstract (i.e. from real objects, to cardboard shapes, to pictures and lines)

Many preliterate students learn better if they can touch or hold the objects as well as see them.

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RELATED HIGHER-LEVEL OBJECTIVES —

SUGGESTED LESSON OUTLINE

a. Presentation
-TS demonstrates the meaning of "same" and "not the same" using real objects (e.g. items of clothing, books, dishes, food items, etc.)

b. Question - Answer Drill
-referring to the real objects presented, TS asks "Is this the same?" Learners answer "yes" or "no".

c. Presentation
-"same" and "not the same" with shapes cut from tag board

d. Comprehension Check
-using sets of tag board shapes, learners watch TS and silently respond to command "Pick up the same one."

e. Presentation
-"same" and "not the same" with shapes and lines on the chalk board

f. Visual Discrimination
-shapes and lines

g. Question - Answer Drill
-as a review of counting, TS draws lines on the board and asks "How many?"

h. Pair Practice
-in a multilevel class, learners do "d" above in cross-ability pairs (more orally proficient learner takes the lead)

MAKING LINES

SAMPLE LIFE SITUATIONS

(There are few life situations limited to the skills taught in this objective. Nevertheless, these skills are necessary for the development of literacy.)

COMPETENCIES

Upon completion of this objective learners can:

1) make a series of strokes in left-to-right sequence.
2) produce straight and curved lines following an example.
3) produce lines of uniform length and spacing.
4) properly orient strokes to ruled lines on paper.

SAMPLE LANGUAGE

Listening only

Write this.

Make 5 of these.

Start here.

Keep writing.

Make more.

Stop.

That's OK.

Listening and Speaking

OK ?

Reading only

Reading and Writing

I . / . \ . = (1st group)

O . C .) .) (2nd group)

S . J . 7 . 5 (3rd group)

LITERACY SKILLS

- Line formation
  - straight and curved lines
- Spacing
  - between strokes and groups of strokes
- Alignment
  - writing between the lines
  - maintaining the left-hand margin
- Correct technique for holding
  - chalk, pencil
- Directionality
  - left to right
  - top to bottom

Extra-wide ruled paper is an aid to learners in the early stages of instruction.

Similar lines are grouped together to make it easier for nonliterate learners to write them. Work on this objective over several classes in practice sessions of 15-30 minutes per class. Present only one new group per practice session.

Return to this objective often for review.

RELATED HIGHER-LEVEL OBJECTIVES —

SUGGESTED LESSON OUTLINE

a. Different Strokes
   -concentrate on one new group of strokes
   -review previously taught strokes

b. Question - Answer Drill
   -at various points during the Different Strokes strategy, TS reviews counting by asking learners how many lines they have drawn. In a similar way, same- and different-ness of the lines can be reviewed by asking "Is this the same?" or "Are they the same?"

READING NUMERALS (NUMBERS II)

SAMPLE LIFE SITUATIONS

** Worker sorts parts into bins by matching numbers on the parts with labels on the bins.

** Immigrant dials a telephone number.

** At a train station, traveler looks for Track 5, having been told to go there by the ticket agent.

** At a public health clinic, a patient takes a number, sits down, and waits to be called.

COMPETENCIES

Upon completion of this objective, learners can:

1) match numerals.

2) select the numeral (1-30) which represents the total of a group of objects.

3) upon hearing a number, select the corresponding numeral.

SAMPLE LANGUAGE

Listening only

Listen to
Say
Look at
Read
Circle it.
Draw a line.
Show me your card.
Look at this card.

these numbers.

Listening and Speaking

one, two, three..... thirty.

Reading only

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

11, ... 20, 21..... 30.

Reading and Writing

(Learners circle or draw a line to the correct numeral.)

LITERACY SKILLS

- Spoken - Visual association
  - aural number--numeral
  - numeral--oral number
- Visual matching and discrimination
  - numerals
  - objects and numerals
  - lines and numerals
- Alignment
- Spacing
- Correct technique for holding
  - chalk, pencil
- Directionality

→In this curriculum, the term "numeral" means the written symbol for a number.

Teach learners a set of numbers thoroughly for listening and speaking before teaching the corresponding numerals.

When teaching the reading of numerals, present only about 5 new numerals per practice session (limit: 30 minutes per session).

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RELATED HIGHER-LEVEL OBJECTIVES 201-11

SUGGESTED LESSON OUTLINE

a. Presentation
   -TS reviews 101-1 (Counting)
   -TS writes a numeral on the board and establishes its meaning by counting out that number of objects, repeating the total, and pointing to the numeral
   -TS continues until about 5 numerals have been presented

b. Word Card Matching
   -visual--visual matching
   -aural--visual association

c. Visual Discrimination

d. Vertical Matching
   -on worksheets, learners draw a line from a group of Xs or dots to the numeral representing the total

e. CCCU
   -TS says a number
   -learners circle the corresponding numeral

f. Bingo or Lottery
   -TS uses one or both of these games for periodic review

g. List & Cards
   -each item on the list is a numeral (2, 5, 12, 7, 23, etc.) There is a card identical to each item on the list. (See p. 99 for further explanation of this strategy.)

WRITING NUMERALS (NUMBERS III)

SAMPLE LIFE SITUATIONS

** Friends write down each other's phone number.

** Worker must count the contents of a box and write the number on the outside.

** Assembly line worker write down the number of items assembled that day.

** Applicant writes social security number on a form.

COMPETENCIES

Upon completion of this objective, learners can:

1) copy numerals.

2) upon hearing a number, write the corresponding numeral.

3) Write the numeral (1-30) which represents the total of a group of objects.

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SAMPLE LANGUAGE

Listening only

Write the number 10.

Write a 2.

Copy this.

Listening and Speaking

write

number

Again, please.

Reading only

Reading and Writing

1, 7, 4 (1st group)
0, 6, 9 (2nd group)
2, 3, 5 (3rd group)
8 (4th group)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11... 20, 21, ... 30.

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LITERACY SKILLS

- Numeral formation
  - numerals 1-30
- Spoken - Visual association
  - aural number--numeral
  - numeral --oral number
- Visual matching and discrimination
  - numerals
  - objects and numerals
  - lines and numerals
- Correct technique for holding
  - chalk, pencil
- Directionality
  - left to right
  - top to bottom

→ Digits having the same types of strokes are grouped together to make it easier for nonliterate learners to write them. Present only one new group per practice session (limit: 30 minutes per session). Spend as many days as necessary on this objective.

The digit 0 ("oh") is taught here only for the purpose of forming 10, 20, and 30. Its pronunciation is taught in 102-3.

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RELATED HIGHER-LEVEL OBJECTIVES 201-11

Course Number 101

Communication Objective 5

SUGGESTED LESSON OUTLINE

a. Presentation
   -review 101-1 (Counting) and 101-4 (Reading Numerals) as necessary
   -review 101-3 (Making Lines) as warm up
   -TS models one group of digits (e.g. 1, 7, 4)

b. Different Strokes
   -apply this strategy to one group of digits

NOTE: Do Steps a-b for each group of digits over several classes before continuing with Steps c-j.

c. Sequence (after all digits have been taught)
   -digits 1-9

d. Dictation
   -TS dictates numbers 1-9 to learners in random order

e. Pair Practice
   -learners dictate numbers 1-9 to each other

f. Presentation
   -review counting 10-30
   -TS demonstrates how individual digits combine to form numerals 10-30

g. Copy-Write
   -numerals 10-30

h. Sequence
   -numerals 1-30

i. Dictation
   -TS dictates numbers 1-30 in random order

j. Pair Practice
   -learners dictate numbers 1-30 to each other

DISCRIMINATING LETTER SHAPES (LETTERS I)

SAMPLE LIFE SITUATIONS

** A traveler hunts for the proper departure gate by trying to match the airport signs with the gate number, "D-12", written on his ticket.

** Shopper looks for an item in Aisle A-5 of of a supermarket.

** Driver returns to his car in Area B-3 of a large parking garage.

** Worker looks for a part in Box A at the factory.

COMPETENCIES

Upon completion of this objective, learners can:

1) indicate whether two upper-case letters are the same.

2) match upper-case letters.

SAMPLE LANGUAGE

Listening only

Circle the letter that is the same.

Which letter is the same?

This one is different.

Are these the same?

Find the same one.

Listening and Speaking

same

no

yes

not the same

different

Reading only

T, I, L, H, F, E (1st group)
V, X, W, A, Y (2nd group)
N, M, K, Z (3rd group)
O, Q, C, G (4th group)
D, P, R, B, J, U, S (5th group)

Reading and Writing

Learners circle the letter that is the same.)

LITERACY SKILLS

- Visual matching and discrimination
  - upper-case letters
- Correct technique for holding
  - chalk, pencil
- Directionality
  - left to right
  - top to bottom

Upper-case letters are grouped according to similarity of shape in the "Reading only" section above. Since nonliterate learners are most apt to confuse letters having similar shapes, students should be given ample practice matching and discriminating letters within each group.

Work on this objective over several classes in practice sessions of 15-30 minutes each. Concentrate on one or two groups of letters per session.

Oral reading of letter names is not taught here. However, it is taught in a later objective (101-8).

TSs are not advised to teach alphabetical order at this level.

RELATED HIGHER-LEVEL OBJECTIVES —

SUGGESTED LESSON OUTLINE

a. Presentation
   -TS reviews the meaning of "same" and "not the same" using real objects

b. Question-Answer Drill
   -"Are these the same?" (objects)

c. Presentation
   -TS reviews the meaning of "same" and "not the same" with shapes and lines on the chalkboard

d. Question-Answer Drill
   -"Are these the same?" (shapes and lines)

e. Presentation
   -TS demonstrates "same" and "not the same" with one or two groups of upper-case letters.

f. Comprehension Check
   -using sets of cards with letters written on them, learners watch TS and silently respond to command "Find the same one."

g. Visual Discrimination
   -upper-case letters

h. Question-Answer Drill
   -as a review of counting, TS writes letters on the board and asks "How many?"

i. Pair Practice
   -in a multilevel class, learners do "f" above in cross-ability pairs. More orally proficient learner takes the lead.

MAKING UPPER-CASE LETTERS (LETTERS II)

SAMPLE LIFE SITUATIONS

** Having moved to a new apartment, an immigrant copies the street names from the sign on the corner.

** Learners copy from the chalkboard.

** Patient prints name on a medical form.

** New student prints name on a registration form.

COMPETENCIES

Upon completion of this objective, learners can:

1) copy upper-case letters.

2) copy spacing between words.

3) properly orient letters to ruled lines on paper.

SAMPLE LANGUAGE

Listening only

Write this letter.

Like this.

This way.

That's good.

No, that's wrong.

You're not finished.

Are you finished?

Copy these letters.

These are too close.

Leave some space.

Listening and Speaking

Is this OK?

Is this right?

finished

not finished

letters

Reading only

Reading and Writing

T, I, L, H, F, E	(1st group)
V, X, W, A, Y	(2nd group)
N, M, K, Z	(3rd group)
O, Q, C, G	(4th group)
D, P, R, B, J, U, S	(5th group)

LITERACY SKILLS

- Letter formation
  - upper-case letters
- Visual matching and discrimination
  - upper-case letters
- Alignment
  - writing between the lines
  - maintaining the left hand margin
- Spacing
  - between letters and words
- Correct technique for holding
  - chalk, pencil
- Directionality
  - left to right
  - top to bottom

→ Upper-case letters having the same types of strokes are grouped together to make it easier for nonliterate learners to write them. Present only one new group per practice session (limit: 30 minutes per session). Spend as many class periods as necessary on this objective.

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RELATED HIGHER-LEVEL OBJECTIVES 201-1

SUGGESTED LESSON OUTLINE

a. Presentation
   -review 101-6 (Discriminating Letter Shapes) as needed
   -review 101-3 (Making Lines) as warm up
   -TS models one group of letters (e.g. T, I, L, H, F, E)

b. Different Strokes
   -apply this strategy to one group of letters
   -concentrate on one new group of letters
   -review previously taught letters

c. Question - Answer Drill
   -at various points during the Different Strokes strategy, TS reviews counting by asking learners how many letters they have made. In a similar way, same- and different-ness of letters can be reviewed by asking "Is this the same?" or "Are they the same?"

d. Copy - Write
   -learner's name, country, and complete street address
   -other words learners or TS select

Course Number 101

Communication Objective 7

COMPREHENDING & SAYING LETTER NAMES (LETTERS III)

SAMPLE LIFE SITUATIONS

** A boss tells a worker to take some boxes to the warehouse and put them in Areas H, I and J.

** On an "L" platform, a traveler is told by another to wait for the "B" train.

** An immigrant must spell out his last name for an uncomprehending American.

** Dialing 911 to report a fire in his building, an immigrant finds it necessary to spell the name of his street to the dispatcher.

COMPETENCIES

Upon completion of this objective, learners can:

1) write down a series of dictated letters.

2) orally spell their name and the name of their street.

SAMPLE LANGUAGE

Listening only

Spell it.

How do you spell that?

Could you spell that for me please?

A: What's your name.
B: Pom.
A: How do you spell it?
B: P-O-M.

A: Where do you live?
B: 918 Beacon.
A: What's the street?
B: Beacon.
A: Spell it, please.
B: B-E-A-C-O-N.

Listening and Speaking

P, T, B, D	(1st group)
C, E, V, Z, G	(2nd group)
A, J, K, H	(3rd group)
F, M, N, S, X	(4th group)
Q, U, W	(5th group)
I, Y	(6th group)
O, R, L	(7th group)

Reading only

Reading and Writing

LITERACY SKILLS

- Spoken - Visual association
  - names of letters with their upper-case forms
- Letter formation
  - upper-case print
- Spacing
- Alignment
- Correct technique for holding
  - chalk, pencil
- Directionality
  - left to right
  - top to bottom

→ Letters having similar sounding names are grouped together to make it easier for learners to pronounce and remember them. Present only one new group per practice session (limit: 30 minutes per session). Spend as many class periods as necessary on this objective.

TSs are not advised to teach alphabetical order at this level.

RELATED HIGHER-LEVEL OBJECTIVES 201-14

SUGGESTED LESSON OUTLINE

a. Presentation
-review 101-9 (Making Upper-Case Letters) as needed
-concentrating on one group, TS writes a letter on the board and says its name several times
-TS present 2-5 new letters this way

b. Repetition

c. Dictation

d. Question-Answer Drill
-at various points during the Dictation strategy, TS reviews counting by asking learners how many letters they have written

e. Bingo or Lottery (as periodic review)

f. Dialogue Listening
-learners listen to several short dialogues in which one person asks another to spell out his name or street

g. Question-Answer Drill
-learners spell out their name or street at TS's request
-in a multilevel class, more orally proficient learners ask others to spell their name or street

h. List & Cards
-each item on the list is a letter. There is a card identical to each item on the list. (See p. 99 for further explanation of this strategy.)

i. Pair Practice
-learners dictate letters to each other.

IDENTIFYING ONESELF

SAMPLE LIFE SITUATIONS

** Members of the class identify themselves for a new Training Specialist.

** In a Public Aid office, learner distinguishes his middle from his last name for a case worker.

** In a factory office, applicant fills out "name" section on a job application form.

** Learner fills in name and social security number on CUSI registration form.

COMPETENCIES

Upon completion of this objective, learners can:

1) say first, middle and last name upon request.

2) state country of origin upon request.

3) fill out name, social security number, and country on a personal data form.

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SAMPLE LANGUAGE

Listening only

What is your name?
What's your name?
Who are you?
What is your first (last) name?
Is your name_____?
Do you have a middle name?

Where are you from?
Are you from _____?
(country)

How many letters?

Show me your social security card.

Listening and Speaking

(learner's own name and country)

yes
no

(monologue)
My name is _____.
I am from _____.

(all words in "Reading only" section)

Reading only

NAME
FIRST
MIDDLE
LAST

SOCIAL SECURITY NUMBER

COUNTRY

LAST NAME

FIRST NAME

MI

Reading and Writing

learner's own name and country

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LITERACY SKILLS

- Spoken-Visual association
  -for all words in "Reading only" and "Reading and Writing" sections
- Letter formation
  -learner's own name and country
- Spacing
  -between first, middle and last name
- Alignment
  -writing between the lines
  -maintaining the left-hand margin
- Directionality

→ Since reading is not an aid for nonliterate learners, TS should introduce language orally first, before writing anything.

In many Oriental cultures the family (or clan) name customarily precedes the personal (or given) name. All learners need to be able to identify which of their names correspond to the American terms first name and last name. Bilingual counselors or advanced students can be very helpful in explaining these distinctions to beginning students.

Delay teaching "social security number" until "name" is mastered.

RELATED HIGHER-LEVEL OBJECTIVES 201-1

Course Number 102

Communication Objective 1

SUGGESTED LESSON OUTLINE

a. Dialogue Listening
   -learners listen to several short dialogues in which someone asks another learner selected questions from the "Listening only" section
   -TS takes part in the dialogue, responding to correct questions by giving own name and country

b. Question-Answer Drill
   -TS asks students questions from "Listening only" section

c. Speaking-Reading Connection
   -TS makes name card for each learner

d. Word Card Matching
   -learners match their name cards with names written on board

e. Speaking-Reading Connection
   -TS shows written form of native country to each student
   -COUNTRY

f. Copy-Write
   -learner's own name and country

g. Question-Answer Drill
   -as a review of counting, TS asks learners the number of letters in their name or the name of their country

h. Presentation
   -using own complete name, TS establishes the meaning of first, middle, and last names
   -social security cards and numbers

i. Speaking-Reading Connection
   -NAME, FIRST, MIDDLE, LAST
   -SOCIAL SECURITY NUMBER

J. Word Card Matching
   -having their first, middle, and last names written on 3 different cards, learners must match them with FIRST, MIDDLE, and LAST written on the board
   -learners match their cards with s.s. numbers written on board

k. Fill In: Forms
   -MI (middle initial)

l. Monologue

SAYING HELLO & GOOD-BYE

SAMPLE LIFE SITUATIONS

** Training Specialist greets learners at beginning of class.

** Fellow residents of a building exchange greetings in the entryway.

** Co-workers say good-bye at the end of the day.

** Learners say good-bye to the TS as they leave the classroom.

COMPETENCIES

Upon completion of this objective, learners can:

1) orally exchange greetings and farewells.

2) read the two dialogues.

SAMPLE LANGUAGE

Listening only

Good morning.
(or afternoon or evening, depending on when the class meets)

How are you doing?

Bye.

Let's go home.

Listening and Speaking

Hello.

Fine, thank you.

OK.

(all words in "Reading and Writing" section)

Reading only

Reading and Writing

(Greeting)

A. HI. HOW ARE YOU?
B. FINE. HOW ABOUT YOU?
A. I'M FINE.

(Farewell)

A. GOOD-BYE.
B. GOOD-BYE. SEE YOU TOMORROW.

LITERACY SKILLS

- Spoken-Visual association
  -Greeting and Farewell dialogues
- Letter formation
- Spacing
- Alignment
- Directionality

The Farewell dialogue, as written here, assumes that the students actually will see the TS "tomorrow". In cases where the class meets on alternate days, the TS may modify the dialogue to teach "See you Wednesday" or "See you Thursday".

Teach learners appropriate phrases that they can routinely say to the TS and each other at the beginning and end of every class. Urge them to use these phrases regularly.

RELATED HIGHER-LEVEL OBJECTIVES 201-3

Course Number 102

Communication Objective 2

SUGGESTED LESSON OUTLINE

Greeting

a. Presentation
   -TS greets students at the beginning of class

b. Dialogue Listening
   -Greeting dialogue

c. Repetition
   -Greeting dialogue
   -whole class first, then by parts

d. Pair Practice
   -learners greet each other

e. Speaking-Reading Connection
   -Greeting dialogue

f. Disappearing Dialogue

g. Different Strokes
   -formation of punctuation marks in dialogue (. ? ')

h. Copy-Write

i. Word Space
   -HI.HOWAREYOU?
   FINE.HOWABOUTYOU?
   I'MFINE.

Farewell

a. Presentation
   -TS goes to door as if to leave, says goodbye to learners

b. Dialogue Listening
   -Farewell dialogue (can be modified to fit class schedule)

c. Repetition
   -Farewell dialogue

d. Pair Practice
   -learners say good-bye to each other

e. Speaking-Reading Connection
   -Farewell dialogue

f. Question-Answer Drill
   -while Farewell dialogue is on board, TS reviews counting and letter names by asking "How many Os?", "How many Es?", etc.

g. Disappearing Dialogue

h. Copy-Write

i. Word Space

Review

Pair Practice (a game for oral review)
-learners stand in 2 lines facing each other. One line is assigned Part A of the dialogues, the other Part B.
-members of each pair greet one another and say farewell in the time alloted (e.g. 15 seconds)
-on cue from TS, learners in one line move down to next person. Learners repeat the activity.

GIVING ONE'S ADDRESS & PHONE NUMBER

SAMPLE LIFE SITUATIONS

** Burglary victim tells her address to the police.

** Public Aid recipient tells his address and phone number to a case worker.

** Learner fills out personal data section on CUSI registration form.

** Job applicant fills out personal data section on application form.

COMPETENCIES

Upon completion of this objective, learners can:

1) say address and phone number upon request.

2) fill out personal data form requesting address and phone number.

SAMPLE LANGUAGE

Listening only

What's your address?
Is this your address?
Do you live on _____?
What is your zip code?

Do you have a telephone?
What is your phone number?

How many letters?
How many words?

Listening and Speaking

(learner's own phone number and complete street address)

O ("oh", a digit)

letters no phone
words

yes
no

(monologue)
My name is _____.
My address is _____.
I am from _____.

(all words in "Reading only" section)

Reading only

ADDRESS CHICAGO
STREET IL
ST.
NUMBER
TELEPHONE NUMBER
PHONE
ZIP CODE
CITY
STATE

Reading and Writing

learner's own phone number and complete street address

- (hyphen, for phone number)

LITERACY SKILLS

- Spoken - Visual association
  -for all words in "Reading only" and "Reading and Writing" sections
- Letter formation
  -learner's phone number and address
- Spacing
  -between items of street address
- Alignment
  -writing between the lines
  -maintaining the left-hand margin
- Directionality

→ It is important that learners be able to clearly state their street address. At this level, teach them to do so digit by digit, for example, "six seven two eight North Bell".

The digit 0 is taught here as "oh".

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RELATED HIGHER-LEVEL OBJECTIVES 201-2, 203-1, 303-2

Course Number 102

Communication Objective 3

SUGGESTED LESSON OUTLINE

a. Dialogue Listening
   -learners listen to several short dialogues in which someone asks another selected questions from the "Listening only" section
   -TS takes part in the dialogue by giving own address and phone number

b. Question-Answer Drill
   -TS asks more proficient students questions from "Listening only" section

c. Speaking-Reading Connection
   -TS gives each learner a card with the name of his or her street printed on it

d. Word Card Matching
   -learners match street cards with names of streets on board

e. Speaking-Reading Connection
   -all words in "Reading only" section

f. Question-Answer Drill
   -as a review of counting, TS asks learners how many words are on the board or how many letters are in a given word

g. Copy-Write
   -learner's own phone number and complete street address
   -learners who have no phone make a long horizontal line

h. Fill In: Forms
   -NO. (number)

i. Completions
   -words from "Reading only" section

j. Monologue

IDENTIFYING CLASSROOM OBJECTS

SAMPLE LIFE SITUATIONS

** Training Specialist tells students to look at the board.

** TS tells students to take out a piece of paper.

** TS sends a student to another room to get some chalk.

** Sponsor accompanies refugee to store to purchase furniture.

COMPETENCIES

Upon completion of this objective, learners can:

1) orally identify objects in their classroom.

2) read and write the names of some common classroom objects.

SAMPLE LANGUAGE

Listening only

Point to the _____

table	board	man
desk	window	men
chair	lights	woman
door	clock	women
wall	teacher	student

Pick up the _____.

book	paper
pencil	notebook
pen	card
chalk	eraser

A pencil?
Is it a pencil?
Is it a pen or some chalk?
What is it?

How many students are here today?
How many men? (women)

Listening and Speaking

chair
door
board
window
teacher
book
pencil
pen
paper
.
.
.
etc.

yes
no

20 students

7 men, 13 women

Reading only

(restroom signs)

WOMEN

MEN

Reading and Writing

CHAIR	BOOK
DOOR	PENCIL
WINDOW	PEN
CLOCK	PAPER
BOARD	TEACHER

LITERACY SKILLS

- Spoken - Visual association
  -names of classroom objects
- Visual discrimination
- Letter formation
- Spacing
- Alignment
- Directionality

→ Present only 6-8 new vocabulary words per practice session. Recycle the lesson outline to teach additional vocabulary.

Objects which are "pointed to" should be the focus of one lesson cycle; objects which are "picked up" the focus of another.

Select vocabulary appropriate to the particular classroom environment.

Teach man and woman by pointing and saying. Do not emphasize or require the use of plurals by beginners.

After the written forms of words such as CHAIR, DOOR, DESK have been presented, "signs" can be attached to these objects for learners to read.

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RELATED HIGHER-LEVEL OBJECTIVES 201-8

Course Number 102

Communication Objective 4

SUGGESTED LESSON OUTLINE

a. Vocabulary Expansion
   -TS points to various classroom objects to see if learners know the names

b. Presentation
   -depending on learner response to Step a, TS focuses on objects of either the "point to" or "pick up" category
   -TS presents 6-8 words orally

c. Repetition

d. Presentation
   -depending on the type of objects identified in Step b, TS demonstrates either "point to" or "pick up" by gestures and words

e. Comprehension Check
   -depending on the type of objects identified in Step b, TS tells learners to either "Point to the ____" or Pick up the ____".

f. Question-Answer Drill
   -yes/no questions: "A desk?"; "Is it a desk?"
   -either/or questions: "Is it a chair or a clock?"
   -"What is it?"

g. Speaking-Reading Connection
   -for names of objects taught in Steps b-f

h. CCCU (Circle, Check, Cross Out, Underline)

i. Word Card Matching
   -given a card with the name of an object on it, learners point to or hold up that object

j. Copy-Write
   -for words taught in Step g

k. Question-Answer Drill
   -as a review of counting, TS asks learners "How many _____?" (windows, chairs, pencils, students, men, women, etc.)

l. Pair Practice
   -in a multilevel class, TS can guide learners in doing Step e or h in cross-ability pairs; more advanced learner takes TS's part

FOLLOWING CLASSROOM INSTRUCTIONS

SAMPLE LIFE SITUATIONS

** Training Specialist tells students to open their notebooks.

** TS reminds students to write their name on their paper.

** TS gives instructions for an assignment.

** After class, learner repeats assignment instructions for student who was absent.

COMPETENCIES

Upon completion of this objective, learners can:

1) follow basic classroom instructions.

2) say selected classroom instructions.

3) read and write selected instructions.

SAMPLE LANGUAGE

Listening only

(Sequence V)

1. Point to the window.
2. Point to the clock.
3. Stand up.
4. Go to the door.
5. Open the door.
6. Go out.
7. Come in.
8. Close the door.
9. Go to the board
10. Circle the 7.
11. Go to your chair.
12. Sit down.

Listening and Speaking

(Sequence I)

1. Open your notebook.
2. Close your notebook.

(Sequence II)

1. Stand up.
2. Sit down.

(all words in "Reading only" and "Reading and Writing" sections)

Reading only

(Sequence III)

1. STAND UP.
2. GO TO THE BOARD.
3. WRITE YOUR NAME.
4. GO TO YOUR CHAIR.
5. SIT DOWN.

Reading and Writing

(Sequence IV)

1. PICK UP YOUR PENCIL.
2. WRITE YOUR NAME.
3. WRITE THE DATE.

LITERACY SKILLS

- Spoken - Visual association
  -commands written on cards
- Letter formation
- Spacing
- Alignment
- Directionality

→ The objective on Identifying Classroom Objects should be taught before this one.

No more than 2 new sequences should be presented per session. Spread the activities of the Suggested Lesson Outline over several days.

Review these sequences often.

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RELATED HIGHER-LEVEL OBJECTIVES 201-7, 201-9, 201-10

Course Number 102

Communication Objective 5

SUGGESTED LESSON OUTLINE

a. Command-Action Sequence I
   -TS performs Sequence I given in the Sample Language box, saying each command and then performing it. Repeat several times. Class listens.
   -TS says and acts out the sequence. Class performs the actions with TS. Repeat.
   -TS says commands. Class performs actions. Repeat.
   -learners who are ready to give commands say them, and TS performs the action.

b. Command-Action Sequence II
   -follow the procedure outlined in Step a

c. Command-Action Sequence III
   -follow the procedure outlined in Step a

d. Action Cards
   -one large card for each command of Sequence III

e. Command-Action Sequence IV
   -follow the procedure outlined in Step a

f. Action Cards
   -one large card for each command of Sequence IV

g. Copy-Write
   -Sequence IV

h. Strip Stories
   -Sequence III or IV

i. Scrambled Sentences
   -for individual sentences of Sequence III or IV
   -individual words on 5 x 8 cards

j. Pair Practice
   -students take turns reading the action cards while others perform
   -in a multilevel class, pair literate with nonliterate. Give literate students a written sequence that has been practiced previously. Literate reads commands to nonliterate.

k. Command-Action Sequence V
   -indicative of other sequences TS may compose for oral practice

IDENTIFYING THE DAYS OF THE WEEK

SAMPLE LIFE SITUATIONS

** TS announces days class meets.

** Employee is invited by a co-worker to share a ride to work on certain days.

** Employee tells supervisor which day he cannot come to work.

** Shopper reads a sign telling the days and hours that a store is open.

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COMPETENCIES

Upon completion of this objective, learners can:

1) say the day of the week upon request.

2) read the days and their abbreviations.

3) write the days of the week.

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SAMPLE LANGUAGE

Listening only

What day is it?
What day is today?
What's today?

What's tomorrow?
What was yesterday?

How many days are in one week?

English class

abbreviation
short
whole word
long

Listening and Speaking

today
yesterday
tomorrow

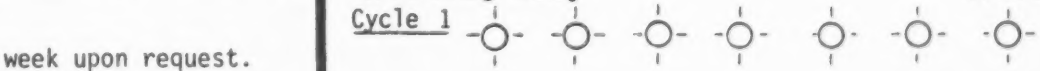
See you _____.
(tomorrow, Monday, etc.)

seven days
yes
no

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Reading only

Reading and Writing

Cycle 1 

Cycle 2 SU M T W TH F SA

Cycle 3 SUN MON TUE WED THUR FRI SAT

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Cycle 4 SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

LITERACY SKILLS

- Spoken - Visual association
  -names and abbreviations of days
- Visual matching
  -abbreviations and whole words
- Letter formation
- Spacing
- Alignment
- Directionality

The Suggested Lesson Outline is arranged in 4 cycles to gradually introduce the days of the week in small, ordered steps. Only one new cycle should be presented per practice session. It should be reviewed in a later session and followed by the next cycle.

It is important that learners know both the names and the order of the days of the week.

4.3

RELATED HIGHER-LEVEL OBJECTIVES 202-2

Course Number 102

Communication Objective 6

SUGGESTED LESSON OUTLINE

Cycle 1

a. Vocabulary Expansion
   -TS asks questions from "Listening only" section to see if any learner can supply the names of the days of the week

b. Presentation
   -TS says 7 days of the week in order several times
   -TS makes a sun symbol on the board to represent each day

c. Question-Answer Drill
   -(Cycle 1 & 2)----"How many days?"
   -(Cycle 3)---------"How many days are in one week?"
   TS points at various abbreviations, asks "Today?".
   Learners answer "yes" or "no".
   "What day is today?"
   -(Cycle 4)---------"What's today?" "What's tomorrow?"
   "What was yesterday?"

d. Repetition
   -as TS points to sun symbols, learners repeat days of week in order

e. Question-Answer Drill
   -TS points to individual sun, asks "What day is this?"

f. Presentation
   -TS uses chalk to emphasize the sun symbols which represent the days when the class meets
   -TS says "English class" when pointing to these suns

g. Question-Answer Drill
   -pointing to a sun, TS asks "English class?". Learners answer "yes" or "no".
   -English class--How many days?"

Cycle 2 (TS writes shorter abbreviations under suns and repeats Step c-e.)

Cycle 3 (TS writes longer abbreviation under suns. TS indicates "one week" and then repeats Steps c-e.)

Cycle 4 (TS writes whole words under each sun. TS indicates "tomorrow" and "yesterday" and then repeats Step c-e.)

h. Word Card Matching
i. List & Cards
j. Sequence
k. Vertical Matching
l. Copy-Write
m. Completions

LITERACY SKILLS

- Spoken - Visual association
- Visual matching
  -numerical date to month and day
- Letter formation
- Spacing
- Alignment
- Directionality

This objective assumes that students have learned the days of the weeks and numbers 1-31.

Focus on the current month only. Other months, unless already known to students, can be referred to as "Month 2" (for February, for example). As months go by, and as students learn on their own out of class, introduce the names of all the months.

For dates, ordinal numbers ("1st, 2nd, 3rd, 4th") will be taught later. "November four" is an acceptable utterance for a beginning student. Also, dates are written in a different order in many countries. Stress the American order, month/day/year. Have learners write or copy the date on all written exercises.

Be sure to present the concepts of "month", and "year" using a calendar to give visual cues and examples of these concepts.

RELATED HIGHER-LEVEL OBJECTIVES 202-2

Course Number 102

Communication Objective 7

SUGGESTED LESSON OUTLINE

a. Question-And Drill
-TS writes SUN, MON, TUE, . . . SAT across top of board.
-TS asks learners about these (review of 102-6.)

b. Copy-Write
-learners copy above abbreviations of days on seven index cards.

c. Presentation
(TS draws calendar for current month on the board, uses it to:)
-practice reading numerals (in order, out of order). Say and point.
-establish the meaning of this month and one week
-show the relationship between the numbered squares and the day names over each column. Model and point. (Example: "21" Point. "Thursday," Point.)

d. Comprehension Check
-TS calls out number. Learners look at calendar and point to the day.
-TS calls out number. Learners raise correct index card (with day).

e. Question-Answer Drill
-TS calls out number. Learners say the day. (Example: "twenty-one" . . . "Thursday")
-In pairs, learners do the same with calendar dates and days.

f. Presentation
-TS presents today, yesterday, tomorrow orally and in writing showing calendar days.
-using a large calendar which can be flipped, TS shows the number of months in the year, the year (1985), and that this is "Month 11."

g. Speaking-Reading Connection
-for all words in "Reading and Writing" section

h. Copy-Write
-for all words in "Reading and Writing" section

i. Look & Write
-TS says a date. Students look at one month calendar and write the name of the day

j. Fill In: Forms
-name, address, phone number, and date

COUNTING MONEY

SAMPLE LIFE SITUATIONS

** Customer checks to see if she has enough money to make a purchase.

** CTA rider puts exact fare into the fare box on the bus.

** Worker counts money received from a payroll check at a currency exchange.

** Learner buys a soft drink from a vending machine.

COMPETENCIES

Upon completion of this objective, learners can:

1) count money.

2) match written amount of money to cash.

3) write down monetary amounts from oral dictation.

SAMPLE LANGUAGE

Listening only

Show me _____.
- one cent
- five cents
- ten cents
- .
- .
- one dollar

Show me two fifty-five.

How much is _____?
- the bus
- a transfer
- a stamp
- the telephone

How much does it cost?

It costs a dollar fifty.

add

Listening and Speaking

How much ?

not enough

I have two dollars fifty cents.

I don't have any money.

I have a lot of money.

Reading only

```
 1.25
+ .05   (addition)
------
 1.30
```

Reading and Writing

(ordinal numbers 1-100)
25¢, $.25, $2.25

MY NAME IS _____ _____.

I AM FROM _____.

I HAVE _____ TODAY
(Monetary amount)

LITERACY SKILLS

- Spoken - Visual association
  -monetary amounts
  -monologue
- Visual matching
  -written amounts and currency
- Addition of decimal numbers
- Letter formation
- Spacing
- Alignment
- Directionality

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→ it is more important for beginners to know the amounts coins represent (1¢, 5¢, 10¢) than to know their names (penny, nickel, dime).

The students need to handle real money during class. Prepare a plastic bag of currency for each learner. (Collect these after each session.)

After learners have mastered amounts, play "The Price Is Right" as a team game. Bring in new objects. Let learners guess the price. Use gestures to indicate "too high" or "too low". Nearest guess scores a point. Show price tag to prove price.

RELATED HIGHER-LEVEL OBJECTIVES 201-12

Course Number 102

Communication Objective 8

SUGGESTED LESSON OUTLINE

a. Presentation
   -each learner has a penny, nickel, dime, quarter, and dollar bill
   -TS holds up penny, says "one cent"
   -learners imitate action and words
   -repeat with all currency

b. Comprehension Check
   -TS says amount, learners silently show correct currency

c. Presentation
   -1) TS displays money
   -2) TS asks "How much?"
   -3) Learners answer (or TS answers and learners repeat)
   -4) TS writes amount on board

NOTE: The four points under Step c are the basic cycle for presenting monetary amounts. Repeat Step c over several class sessions to teach:
Cycle 1: counting 25-100 (Combine coins to produce the numbers.)

Cycle 2: monetary amounts of $1 or less (no decimal needed)

Cycle 3: monetary amounts of $1 or more (introduce decimal)

Each cycle should be followed by oral and literacy strategies, such as:

d. Question-Answer Drill
   -TS writes amount on board, learners say it

e. CCCU (Circle, Check, Cross Out, Underline)

f. Dictation

g. Comprehension Check
   -each learner has an assortment of currency
   -TS says or writes an amount
   - learner shows correct currency

h. Monologue
   -3 lines from "Reading and Writing" section

i. Copy-Write
   -of Monologue

READING LOWER-CASE PRINT

SAMPLE LIFE SITUATIONS

** Students read an ESL textbook.

** Parent reads a typed announcement from child's school.

** Patient reads directions on a medicine bottle.

** Immigrant trys to understand a promotional letter mailed to his apartment.

COMPETENCIES

Upon completion of this objective, learners can:

1) match lower-case to upper-case letters.

2) read lower-case form of words previously learned in upper case.

SAMPLE LANGUAGE

Listening only

(letter names)

Is this the same?
Are they same?
Which one is the same?
Hold up the same one.

That's good.
No, that's wrong.

This is big I.
This is small i.
Write big I.
Write big letters.

Listening and Speaking

same
no
yes
not the same
different

Reading only

i, l, t (1st group)
k, v, w, x, z (2nd group)
f, h, m, n, r, u (3rd group)
a, b, c, d, e, o, s (4th group)
g, j, p, q, y (5th group)

(lower-case form of words previously learned in upper case)

Reading and Writing

LITERACY SKILLS

- Visual discrimination
  -lower-case letter
- Visual matching
  -upper case to lower case (letters and words)
- Spoken-Visual association
  -names of letters with their lower-case forms

→ Lower-case letters are taught for reading only in this curriculum since it is nearly always acceptable for beginners to write in upper case. By delaying instruction in writing lower case until learners have reached the 300 or 400 level, the number of mechanical points literacy students must remember is lessened, and they are freed to focus more on meaning. Moreover, by not teaching lower-case writing the TS avoids further burdening beginners with rules for capitalization.

Lower-case letters are grouped according to similarity of shape in the "Reading only" section. Since nonliterate learners are most apt to confuse letters having similar shapes, students should be given ample practice matching and discriminating letters within each group.

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RELATED HIGHER-LEVEL OBJECTIVES —

Course Number 103

Communication Objective 1

SUGGESTED LESSON OUTLINE

a. Presentation
   -TS reviews the meaning of same and not the same with upper-case letters
   -TS demonstrates same and not the same/different with lower-case letters from 1 or 2 groups listed in "Reading only" section

b. Word Card Matching (visual→visual matching)
   -each learner has cards showing the lower-case letters being practiced
   -TS shows a lower-case letter
   -learners silently respond to command "Hold up the same one."

c. Presentation
   -for each lower-case letter practiced in Step a-b, TS shows upper- and lower-case forms together, says their name and "the same"

d. Word Card Matching
   -visual→visual matching (upper- to lower-case letters)
   -aural→visual association (letter name to lower-case form)

e. Rough Edges, Vertical Matching, or Concentration
   -one or more of these strategies can be used to practice matching upper- to lower-case letters

f. Look & Write
   -looking at a lower-case letter, learner writes upper-case form

NOTE: Steps a-f should be done with 1 or 2 groups of lower-case letters per practice session and repeated over several class meetings until all lower-case letters have been presented. Then do the following strategies using words the students already know in upper case.

g. Rough Edges, Vertical Matching, or Concentration
   -matching lower-case word to upper case

h. Bingo or Lottery
   -associating aural word to lower-case form on game board

i. Look & Write
   -looking at a lower-case word or sentence, learner writes upper-case form or a response in upper case

TELLING TIME

SAMPLE LIFE SITUATIONS

** Training Specialist announces break time and informs students when to return.

** Receptionist tells applicant what time to come in for an interview.

** Refugee invites American sponsor to visit his home at a certain time.

** Immigrant reads a sign showing the hours that a library or post office is open.

COMPETENCIES

Upon completion of this objective, learners can:

1) look at whole-hour and half-hour times displayed in digital or hand-clock format and say the time.

2) write whole-hour and half-hour times.

SAMPLE LANGUAGE

Listening only

You're early.
late
What time is it?
How long?
2 hours
10 minutes
Take a break now.
Circle 8:00.

Listening and Speaking

(all words in "Reading only" and "Reading and Writing" sections)

Reading only

A: DO YOU GO TO SCHOOL AT 7:00?
B: NO.
A: WHEN DO YOU GO TO SCHOOL?
B: 9:00.
A: WHEN DO YOU GO HOME?
B: 11:00.

Reading and Writing

1:00, 2:00, 3:00 . . . 12:00
1:30, 2:30, 3:30 . . . 12:30

LITERACY SKILLS

- Spoken - Visual association
  - -spoken time to digital time
  - -spoken time to hand clock time
  - -dialogue in "Reading only" section
- Visual matching
  - -hand clock time to digital time
- Reading clock face
- Numeral formation
- Spacing, Alignment, Directionality

→ This Communication Objective is developed in greater detail in the Sample Lesson Sequence found on pp. 127 ff., which is intended to show how the Suggested Lesson Outline can be adapted to the conditions of the multilevel classroom.

As presented here, this objective teaches whole-hour and half-hour times only. These teaching steps can be adapted to teach quarter-hour times when the learners are ready.

RELATED HIGHER-LEVEL OBJECTIVES 202-1, 203-8, 302-6

Course Number 103

Communication Objective 2

SUGGESTED LESSON OUTLINE

a. Presentation
   -1:00, 2:00, 3:00, etc. "whole hours"
   -digital, hand clock

b. LEA Story (Language Experience Approach)
   -topic is a shared experience involving time

c. Word Card Matching
   -words from LEA story

d. Copy-Write
   text of LEA story

e. Look & Write
   -learners look at hand clock, write corresponding digital time

f. Scrambled Sentences
   -sentences from LEA story

g. Question-Answer Drill
   -about words in LEA story

h. CCCU (Circle, Check, Cross Out, Underline)
   -digital times; words from LEA story

i. Dictation
   -times; words from LEA story

j. Presentation
   -take a break, 10 minutes, 10:30

k. Repetition
   -10:30, 11:30, etc. "half hours"

l. LEA Story (review)

m. Dialogue
   -derived from LEA story
   -"split-level" (one part easier than the other)

n. Word Space

UNDERSTANDING & MAKING REQUESTS FOR THINGS

SAMPLE LIFE SITUATIONS

** Training Specialist asks students for their homework papers.

** Shopper asks clerk for an item kept behind the counter at a store.

** Immigrant buys stamps at a post office.

** Customer places an order at a fast-food restaurant.

COMPETENCIES

Upon completion of this objective, learners can:

1) respond to simple oral requests for objects.

2) make simple oral requests for objects.

3) read and copy a simple request for an object.

SAMPLE LANGUAGE

Listening only

What do you want?

What do you need?

Can I help you?

May I help you?

Listening and Speaking

(Dialogue II)

A: Please give me the chalk.
B: Here you are.
A: Thank you.

(Dialogue IV)

A: I need my social security card.
B: Here you are.
A: Thank you.

Please give me that. (pointing at object)

I want that. (pointing)

(all words in "Reading only" and "Reading and Writing" sections)

Reading only

(Dialogue III)

A: I need a book.
B: Here you are.
A: Thank you.

Reading and Writing

(Dialogue I)

A: PLEASE GIVE ME MY PENCIL.
B: HERE YOU ARE.
A: THANK YOU.

(Learners copy other dialogues as TS chooses.)

LITERACY SKILLS

- Spoken - Visual association
  -Dialogues I & III
- Letter formation
- Spacing
- Alignment
- Directionality

In collecting personal items (e.g. pencils) from students, be sure to return each item to its rightful owner.

SUGGESTED LESSON OUTLINE

a. Presentation

- TS tells learners "Take out a piece of paper and a pencil"
- TS collects students' pencils saying "Please give me your pencil" and "Thank you"
- TS tells class "Write your name"
- advanced learners will say "Please give me my pencil" or "I need my pencil" (If learners hesitate, TS prompts them by asking "What do you need?" or "Can I help you?" If learners cannot make request initially, TS supplies it.)
- TS says "Here you are" and returns pencil

b. Repetition

- "Please give me my pencil" or "I need my pencil"; whole class repetition
- TS calls on individuals. After they say the phrase, TS returns pencil saying "Here you are".

c. Speaking - Reading Connection

- Dialogue I

d. Disappearing Dialogue

e. Copy - Write

f. Scrambled Sentences

- word cards for each line of dialogue

NOTE: Steps a - f are a lesson cycle that can be repeated over several days with situations like the following (Focus on only 1 new situation per class meeting.): (II) Send students to the board. Ask them to give you the chalk. Then tell them to write their address. (III) Ask students to give you their books. Then tell them to open to page _____. (IV) Ask students to give you their social security cards. Then ask them to tell you their number.

g. List & Cards

- with letter cards. "Please give me the H," etc.
- with monetary amounts written on cards. "Please give me 35¢," etc.

h. Completions

- TS prepares a set of Scrambled Sentence word cards for each learner and removes 1 card from each set. TS then gives 1 incomplete set to each learner.
- TS displays all removed cards on corkboard or chalk tray
- learner who sees card he needs points to it and says "Please give me that."

(Variation: This activity could be done with letter cards for individual words.)

RELATED HIGHER-LEVEL OBJECTIVES 202 - 9

Course Number 103

Communication Objective 3

TALKING ABOUT FOOD

SAMPLE LIFE SITUATIONS

** Training Specialist and students discuss the food at a class party.

** Cafeteria helper answers a customer's question about the food being served.

** Shopper reads signs in a supermarket.

** Housewife reads a sales flyer from a neighborhood grocery store.

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COMPETENCIES

Upon completion of this objective learners can:

1) understand and say the names of common food items.

2) read and write the names of common food food items.

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SAMPLE LANGUAGE

Listening only

Pick up one.
Go sit down.

Where's the orange?
What do you have?

Do you want the corn
or the cheese?

Ask for one.

Listening and Speaking

Here.
Bread. Nothing.

Please give me the cheese.
Here you are.
Thank you.

(all words in "Reading only" and "Reading and Writing" sections)

Reading only

RICE	WATER
POTATOES	MILK
BANANAS	JUICE
TOMATOES	POP
EGGS	COFFEE
FISH	TEA
MEAT	.
	.
	etc.

Reading and Writing

I EAT _____.
I DRINK _____.

(names of food items learners and TS select)

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LITERACY SKILLS

- Spoken - Visual association
- Visual matching
  - word to food and pictures of food
- Letter formation
- Spacing, Alignment, Directionality

→ Do not require the use of plurals or articles (a, an, the) with food at this level.

By bringing in food items, learners will have the opportunity to see and handle them as they learn the names. When this is not possible, pictures should be used. Colorful pictures of food can be obtained from magazines such as Family Circle, Woman's Day, and Bon Appetit. Some sets of teaching picture cards also have pictures of food. (See p. 144.)

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RELATED HIGHER-LEVEL OBJECTIVES 202-5

Course Number 103

Communication Objective 4

SUGGESTED LESSON OUTLINE

a. Command-Action Sequence
-learners sit in a circle and watch as TS puts 6-8 food items on a table
-TS says and demonstrates "pick up one" and "go sit down"
-individual students perform the commands until all food has been picked up

b. Presentation
-TS says name of each food item as learners hold them up. Learners repeat.

c. Question-Answer Drill I
-TS asks "Where's the orange?" Learner who has it holds it up and says "here"
-TS asks individuals "What do you have?" They say the name, or answer "nothing"

d. Question-Answer Drill II
-TS collects 2 items, saying "please give me the _____" and "thank you"
-holding 2 items, TS turns to a learner with nothing and asks "Do you want the bread or the carrot?" After student answer, TS gives it, saying "here you are".

e. Question-Answer Drill III (begin with more orally proficient learners)
-TS directs students in making requests. E.g. TS: "Maria, ask for one." Maria: "Please give me the bread." Learner brings bread to Maria, saying "Here you are". Maria: "Thank you".

NOTE: Steps a-e should be repeated over several days with various food items.

f. Presentation
-using mime, TS teaches "I eat" and I drink". Learners repeat.

g. Vocabulary Expansion
-learners tell what they eat and drink

h. Speaking-Reading Connection

i. Word Card Matching
-learners match a word card with the actual food item or its picture

j. Concentration or Vertical Matching
-learners match pictures of food items with words

k. Look & Write
-learners copy and fill in the blanks: I EAT _____. I DRINK _____.

l. LEA Story
-topic is a shared experience involving food, such as a class party, picnic, or a trip to a supermarket or restaurant

UNDERSTANDING & MAKING REQUESTS FOR ASSISTANCE

SAMPLE LIFE SITUATIONS

** Learner responds to Training Specialist's request for help in moving chairs.

** One student asks another for help in moving a table.

** Learner asks TS for help in understanding a notice that came in the mail.

** Victim of a mugging calls out for help.

COMPETENCIES

Upon completion of this objective, learners can:

1) respond to simple oral requests for assistance.

2) ask for help in understanding something.

3) cry out for help in an emergency.

SAMPLE LANGUAGE

Listening only

Could you help me move the table?

Will you erase the board?

Reading only

(Dialogue III)

A: Please help me move the desk.
B: Sure.
A: Thanks.

Listening and Speaking

(Dialogue II)

A: Please help me move the chairs.
B: OK.
A: Thank you.

(Dialogue IV)

A: Please erase the board for me.
B: Sure.
A: Thanks.

Excuse me. I don't understand. I need help.

Help! Police!
Help! Fire!

(all words in "Reading only" and "Reading and Writing" sections)

Reading and Writing

(Dialogue I)

A: PLEASE OPEN THE DOOR FOR ME.
B: OK
A: THANK YOU.

(Learners copy other dialogues as TS chooses.)

LITERACY SKILLS

- Spoken - Visual association -commands written on cards
- Letter formation
- Spacing, Alignment
- Directionality

→ A discussion in the learner's native language is often the best way to present emergency situations and responses to them. If the TS cannot do this, perhaps an outside resource person can be asked to help. During such a discussion, key terms should be translated into English for learners to repeat.

RELATED HIGHER-LEVEL OBJECTIVES 201-13, 203-10, 302-1

Course Number 103

Communication Objective 5

SUGGESTED LESSON OUTLINE

a. Presentation

- TS walks toward closed classroom door carrying stack of books or 2 chairs
- TS says "Please open the door for me."
- TS repeats request and waits until a learner responds
- TS says "Thank you" and walks through doorway

b. Repetition

- Dialogue I

c. Role Play (in multilevel class)

- 2 orally proficient students or student and TS act out dialogue

d. Speaking - Reading Connection

- Dialogue I

e. Disappearing Dialogue

f. Copy - Write

g. Scrambled Sentences

- word cards for each line of dialogue

NOTE: Steps a - g are a lesson cycle that can be repeated over several days with situations like the following (Focus on only 1 new situation per class meeting.) : (II) TS begins rearranging chairs. (III) TS begins to move heavy desk. (IV) TS gestures towards dirty chalkboard with eraser in hand.

h. Strip Story

i. Word Space

j. Dictation

- TS dictates 1 of the dialogues. When learners have difficulty, TS teaches "Excuse me. I don't understand. I need help."

k. Presentation

- use pictures or mime to represent a mugging and police

l. Repetition

- Help! Police!

NOTE: Repeat Steps k - l to teach "Help! Fire!"

m. LEA Story (use a picture of an emergency situation to elicit phrases)

SAYING WHERE SOMETHING IS

SAMPLE LIFE SITUATIONS

** Foreman tells worker where to put the tools when finished.

** Receptionist tells a patient which area of a clinic to go to for treatment.

** Training Specialist asks students where an absent student is.

** Community resident tells visitor where a certain store is.

COMPETENCIES

Upon completion of this objective, learners can:

1) follow simple instructions involving position and location.

2) say where someone or something is (in the classroom and in a few other situations).

3) ask where someone or something is.

SAMPLE LANGUAGE

Listening only

(Questions I)
Is the pencil under the book?
Is the pencil on the book
or next to the book?
Where is the pencil?

(Questions II)
Are you next to the window?
Are you on the desk or
on the chair?
Where are you?

Is Maria upstairs?

Is José on Kenmore
or on Broadway?
Where is he?

Listening and Speaking

(Sequence I)
1. Put the pencil on the book.
2. Put the pencil in the book.
3. Put it under the book.
4. Put it next to the book.
5. Finished.

(Sequence II)
1. Come here.
2. Sit next to the desk.
3. Sit near the door.
4. Sit on the desk.
5. Go over there.
6. Finished. Thank you.

Where is _____?
(names of students)
Where is the _____?
(objects)

(all words in "Reading only" and "Reading and Writing" sections)

Reading only

(Sequence III)
1. Go to work.
2. Go to school.
3. Go to the store.
4. Go home.
5. Finished. Go sit down.

Reading and Writing

(Sequence IV)
1. GO OUT OF THE ROOM.
2. GO TO THE STAIRS.
3. GO UP.
4. COME DOWN.
5. GO INTO THE ROOM.

LITERACY SKILLS

- Spoken-Visual association
  -commands written on cards
- Letter formation
- Spacing
- Alignment
- Directionality

No more than 1 new sequence should be presented per session. Spread the activities of the Suggested Lesson Outline over 4-5 days or more.
Review these sequences often.

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RELATED HIGHER-LEVEL OBJECTIVES 202-10, 203-6, 303-4

Course Number 103

Communication Objective 6

SUGGESTED LESSON OUTLINE

a. Command-Action Sequence I
-TS performs Sequence I given in the Sample Language box, saying each command and then performing it. Repeat several times.
-TS says and acts out the sequence. Class performs the actions with TS. Repeat.
-TS says commands. Class performs actions. Repeat. TS ask questions after each command. (See "Questions I" in "Listening only" section for examples.)
-learners who are ready to give commands say them, and TS performs the action

b. Command-Action Sequence II
-follow the procedure outlined in Step a (See "Questions II" in "Listening only" section for examples of questions to ask.)

c. Presentation
-TS goes to one corner of room, puts tea pot on chair, sits down, relaxes, put feet on chair, says "Home. At home. I'm at home."
-TS goes to another corner, puts book and notebook on desk, sits in corner and writes, saying "School. At school. I'm at school."
-TS goes to 3rd corner, displays wrench and screwdriver, pretends to use them and says "Work. At work. I'm at work." Leaves tools in corner.
-TS goes to 4th corner, puts milk carton on chair, takes money out of pocket to buy milk, says "The store. At the store. I'm at the store."
-TS walks to various corners, asks "Am I at the store?" "Am I at the store or at home?" "Where am I?" Learners answer.

d. Command-Action Sequence III
-follow the procedure outlined in Step a. Ask learners where they are.

e. Question-Answer Drill
-TS sends a volunteer to various corners, asks "Is Maria at the store?" "Is she at home or at work?" "Where is she?" Learners answer.

f. Action Cards (one large card for each command of Sequence III)

g. Command-Action Sequence IV
-follow the procedure outlined in Step a. Teach "upstairs" and "downstairs". Ask learners where they are.

h. Action Cards (one large card for each command of Sequence IV)

i. Copy-Write (Sequence IV)

j. Scrambled Sentences (Sequence III or IV)

k. Pair Practice (students take turns reading the cards while others perform.)

l. Presentation, Repetition "Where is _____?""Where is the _____?"

m. Map Game (for teaching additional prepositions and locations)

DESCRIBING ONE'S FAMILY

SAMPLE LIFE SITUATIONS

** A caseworker asks a public aid applicant about his or her marital status.

** Refugees tell sponsor about relatives who are still in their country or a refugee camp.

** Learner tells reason for missing class. (i.e. "My son: sick.")

** Applicant indicates marital status on a form.

COMPETENCIES

Upon completion of this objective, learners can:

1. say their marital status and number of children.
2. indicate marital status on a form (SINGLE or MARRIED).
3. read and write a few kinship terms.

SAMPLE LANGUAGE

Listening only

Are you married?
Do you have any children?
How many children do you have?
How many girls?

(Step c, sample questions)
Number 3. Is he the father?
Number 1. Is she the father or the mother?
Number 2. Who is he?

How many people?

Listening and Speaking

yes, no
4 children, 1 child
3 girls, 2 boys

(family photo)
son, daughter
brother, sister
family

(all words in "Reading only" and "Reading and Writing" sections)

Reading only

☐ Single
☐ Married

(parents & infant photo)
mother, father, baby

Reading and Writing

(family photo)
MOTHER
FATHER
CHILDREN
BOY
GIRL

(wedding photo)
HUSBAND
WIFE
MARRIED

LITERACY SKILLS

- Spoken-Visual association
  - for all words in "Reading only" and "Reading and Writing" sections
- Letter formation
- Spacing, Alignment
- Directionality

→ Although refugees who have recently lost relatives may not wish to talk about their families, most students are interested in this topic. Some may want to know kinship terms not listed here (uncle, cousin, etc.) Teach these when requested, but do not require beginners to learn them.

Four ways to teach family relationships are given. Try to use at least 2 of these each module.

RELATED HIGHER-LEVEL OBJECTIVES 201-4, 201-6

SUGGESTED LESSON OUTLINE

TS tapes a photo of her own family to white paper and writes digits to "label" the people. TS makes a photocopy of this labeled photo for each student.

Different kinship terms can be taught from different photos. (See sample language box above.) For all photos the steps outlined below are followed.

a. Presentation
   - -TS points to self, says "Me"
   - -TS distributes copies of 1 labeled photo, points to self in photo, says number of that figure and "Me"
   - -TS points to relative in photo, says number and kinship term (avoid "My _____"
   - -TS points to self again, says number in photo and reciprocal kinship term

b. Repetition
   - -TS points to figure in photo, says number and kinship term, learners repeat

c. Question-Answer Drill (See "Listening only" section above.)

d. Speaking-Reading Connection

e. Copy-Write

NOTE: Repeat Steps a-e for each photo. Do not introduce more than 6 new terms per class session.

f. Vertical Matching
   - -a worksheet in which learners must match stick-figure drawings of families with numbers and kinship terms (1 mother, 3 children, etc.)

g. Look & Write
   - -seeing a stick-figure drawing of a family, learners must write selected numbers and kinship terms (blackboard or worksheets)

h. Question-Answer Drill (meaningful)
   - -encourage learners to bring photos of their families to class
   - -with 1-4 learners at a time, ask simple questions about the photos

i. Fill In: Forms

j. List & Cards

NOTE: Three other ways of teaching English kinship terms are:

1) TS can have members of her own family visit class and use them in place of a photo in an adaptation of Steps a-e above.
2) When 2 students are close relatives they can be used in place of a photo in an adaptation of Steps a-e above, provided that such does not embarrass them. A similar opportunity occurs when a student brings a child to class.
3) Hold a discussion in the learners' native language and translate key terms into English. Then follow Steps b-j of the lesson outline.

SIGNING ONE'S NAME

SAMPLE LIFE SITUATIONS

** Learner signs registration form for ESL class.

** Tenant signs an apartment lease.

** Worker endorses her payroll check.

** At a medical clinic, a patient signs a consent-to-treatment form.

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COMPETENCIES

Upon completion of this objective, learners can:

1) write own cursive signature.

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SAMPLE LANGUAGE

Listening only

Sign your name.

Write your signature.

Sign here.

Please sign on the line.

Your signature, please.

Listening and Speaking

OK.

Yes.

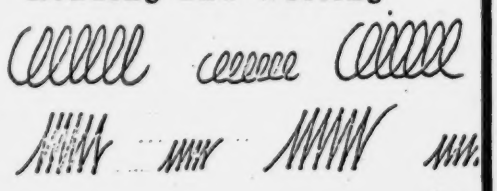
Reading only

NAME (Please Print) _____

Signature _____

SIGNATURE _____ DATE _____

Reading and Writing



(learner's signature)

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LITERACY SKILLS

- Spoken-Visual association
- Letter formation
  -cursive letters in learner's name
- Alignment
  -proper orientation to guide lines on paper
- Spacing
  -between first and last name
- Directionality
- Correct technique for holding
  -chalk, pencil

→ When teaching signature, have students use block printed letters for all capitals. (Many literate Americans do so.) Instruction in writing cursive capital letters is not advised.

A discussion in the learner's native language is often the best way to explain the uses and significance of one's signature. If the TS cannot do this, perhaps an advanced student, bilingual counselor, or outside resource person can be asked to help.

Some learners (e.g. Vietnamese) may write their signature in "reverse" order (last name, first name). Point out the order preferred in this country.

RELATED HIGHER-LEVEL OBJECTIVES —

Course Number 103

Communication Objective 8

SUGGESTED LESSON OUTLINE

a. Presentation
   -TS draws a simple form on the board, consisting of NAME, ADDRESS, SOCIAL SECURITY NUMBER, SIGNATURE, and DATE.
   -TS fills out form with own information, demonstrating SIGNATURE

b. Different Strokes
   -pre-writing strokes in "Reading and Writing" section

c. Presentation
   -working with each literacy student in turn, TS shows them how to sign their first name, using a printed upper-case letter for the initial letter

d. Copy-Write
   -learners practice signing their first name

e. Presentation
   -repeat Step c with last name

f. Copy-Write
   -learners practice signing their last name, then complete signature

g. Presentation
   -sentences from "Listening only" section, Please Print

h. Fill In: Forms
   -TS distributes facsmile forms with form labels studied previously
   -TS can make forms having unlabeled (but numbered) lines. TS tells learners what information to write on each line.
   -in a multilevel class, do the pair variation described on the Fill In: Forms strategy page.

i. Letter-Sound Connection

SIGNATURE	PLEASE	DATE	NAME
SEE	PRINT	DOOR	NUMBER
SIT	PENCIL	DESK	NEED
SUNDAY	POP	DOWN	NO
SATURDAY	POTATO	DAY	(other words learners know)
SAME	POLICE	DRINK	

ORAL STRATEGIES

A strategy is a method or process of teaching a particular skill. In this 101-103 Curriculum a Sample Lesson Outline is given for each Communication Objective. Various teaching strategies are listed in these lesson outlines. Ten of these strategies focus primarily on the development of listening and speaking skills. They are listed here in alphabetical order.

1. Command-Action Sequence
2. Comprehension Check
3. Dialogue Listening
4. Monologue
5. Pair Practice
6. Presentation
7. Question-Answer Drill
8. Repetition
9. Role Play
10. Vocabulary Expansion

Each of these oral strategies is described briefly in the following pages. Numbers of Communication Objectives where the strategy is referred to are given in parentheses after the title.

Command-Action Sequence (102-5, 103-6)

A series of generally 4 to 13 situationally related commands to be acted out with simple props in class. This strategy provides meaningful practice with all language skills while actively involving the class. Lesson steps in this curriculum are:

1. Training Specialist (TS) says and acts out the sequence. Class listens. Repeat several times.
2. TS says and acts out the sequence. Class performs the actions with TS.

3. TS says the sequence. Class performs it.

4. Learners who are ready to give the commands says them, and and the TS performs the action.

Comprehension Check (101-1, 101-2, 101-6, 102-7, etc.)

A brief but important activity in many lessons. After new material has been presented, the Training Specialist must ascertain if learners have understood before proceeding further. A typical comprehension check does not require learners to say or write anything; rather, they listen to a cue from the TS and point to the correct picture or hold up the correct card. If learners cannot make the right response, it means that the TS must repeat (and perhaps simplify) the presentation and then try the comprehension check again.

Dialogue Listening (101-8, 102-1, 102-2, 102-3)

An opportunity for the learners to listen to realistic conversation. The dialogue should be simple enough so that most of the class can understand it with just a little help from the TS. It should be short enough to be easily remembered. Below are 2 ways to bring Dialogue Listening into the classroom.

1. Two people speak the lines (e.g. 2 Training Specialists or a TS and an advanced student). This can be done "live" or a tape recording can be brought in.

2. The TS speaks both parts but creates a dialogue effect through the use of pictures, gestures, or hand puppets.

Whichever method is used, the dialogue should be repeated several times.

Monologue (102-1, 102-3, 102-8)

A short "speech" given by the learner to the class or within small groups in class. The teaching of a sample monologue is described in detail on p. 68.

Pair Practice (101-5, 101-8, 102-2, 102-5, etc.)

Pair practice involves two students working on a specific task and communicating in English. A great advantage of pair work is that it gives all students greater opportunity to speak than is usual in whole class activities. Many suggestions for pair practice are given in the Communication Objectives and Literacy Strategies sections of this curriculum.

Two important prerequisites for good pair practice are that learners must have a clear idea of what they are to do and confidence that they can do it successfully. Doing the activity several times with the whole class prior to the pair practice will help to fulfill both conditions.

There are various ways to pair students. Native language, age, sex, and English ability are all factors to keep in mind. For certain activities in this curriculum, cross-ability pairs are recommended, in which more advanced students are paired with nonliterate students. The literate student typically reads cues that the nonliterate responds to.

Presentation (nearly every Communication Objective)

The phase of the lesson where new material is introduced. Learners observe as the TS uses various means to establish the meaning of new words and phrases. A good presentation is essential to insure that learners understand the meaning of material before they are required to manipulate it in drills.

Question-Answer Drill (nearly every Communication Objective)

Learners answer questions orally. Three types of questions are :

Yes/no	"Is it on Broadway?"
Either/or	"Is it on Broadway or Wilson?"
Wh- word	"Where is it?"

Training Specialists can increase learner participation by giving careful attention to questioning techniques.

Repetition (nearly every Communication Objective)

A very basic strategy where learners repeat a word, phrase, or sentence after the TS. Repetition may be done chorally, in groups, or individually. Learners' repetitions may never be perfect, but approximate and understandable production is a realistic expectation.

Role Play (103-5)

At the beginning level, roles plays tend to be short and without a lot of improvisation. Generally students follow a prescribed dialogue while performing the accompanying actions.

Vocabulary Expansion (102-6, 103-4)

An activity by which the Training Specialist elicits from class members vocabulary they know pertaining to a picture, topic, or item. That learners contribute vocabulary should encourage peer teaching and initiative in all class members.

It also provides diagnostic information for the Training Specialist. Vocabulary elicited is then practiced by all students, cued by the TS's questions("What was that again?") or other means (such as drills). Then TS introduces new, related vocabulary by posing leading questions and supplying the needed words. This procedure, which values what learners already know, assists students to develop more vocabulary.

MONOLOGUE

1. MY NAME IS _____ _____.
2. MY ADDRESS IS _____.
3. I AM FROM _____.

Monologue is primarily an oral activity. Students are not shown the written version until Step 11 below. During the teaching process, repetition is used as a memory aid.

1. The TS recites the above monologue several times, filling in his or her own personal data.
2. The TS says just the first line of the monologue several times. The TS then points to a student and asks "What's your name?"
3. Each student responds "MY NAME IS _____ _____."
4. The TS says just the second line of the monologue several times. The TS then points to a student and asks "What's your address?"
5. Each student responds "MY ADDRESS IS _____."
6. The TS recites the first two lines of the monologue several times, filling in personal data. The TS choses individual learners to recite these two lines. The TS prompts the learner, as necessary, by asking "What's your name?" and "What's your address?"
7. Students recite the first two lines of the monologue, filling in their own personal data.
8. The TS says the third line of the monologue several times, "I AM FROM (country)." The TS then points to a student and asks "WHERE ARE YOU FROM?"
9. Each student responds "I AM FROM _____."
10. The TS recites all three lines of the monologue. The TS then choses individual learners to recite the entire monologue. The TS prompts the learners, as necessary, by asking "What's your name?" "What's your address?" and "Where are you from?"
11. (Optional) Write the skeletal monologue on the chalkboard. Practice reading it. Have the students copy it. Practice filling in the blanks with personal data.

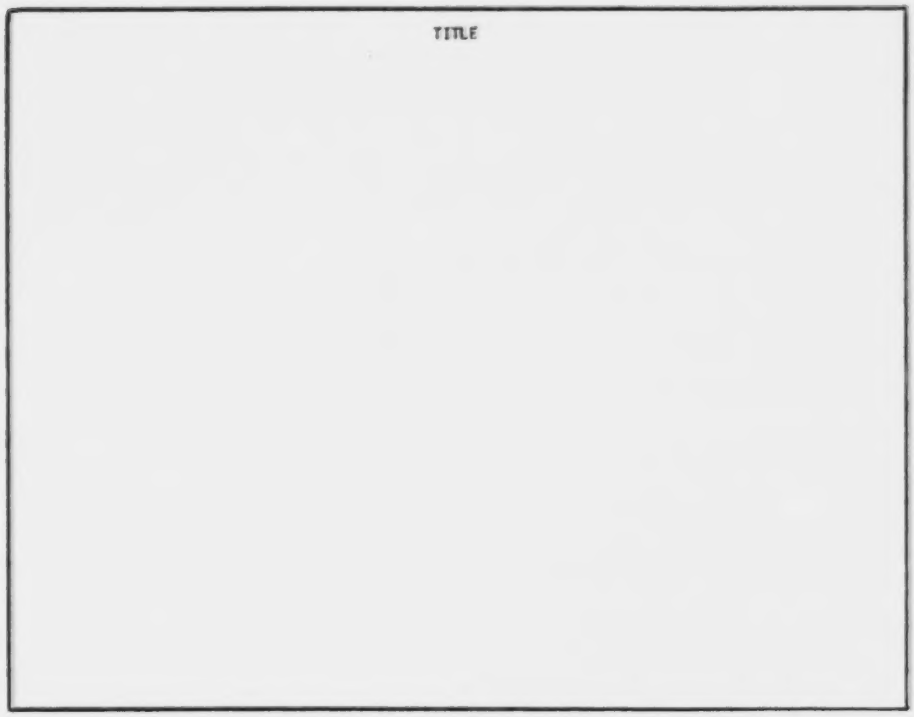
LITERACY STRATEGIES

In addition to the oral strategies described in the preceeding pages, there are 25 other teaching strategies referred to at various points in the Suggested Lesson Outlines of the Communication Objectives. These strategies focus primarily on the development of reading and writing skills. The 25 literacy strategies are listed here in alphabetical order.

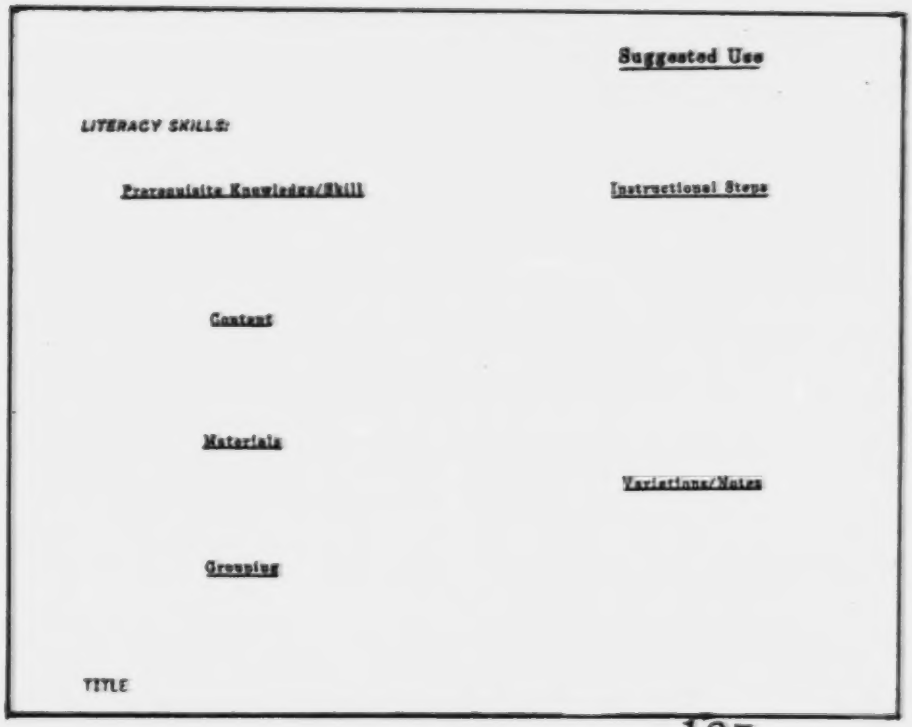
1. Action Cards
2. Bingo
3. CCCU (Circle, Check Cross Out, Underline)
4. Completions
5. Concentration
6. Copy-Write
7. Dictation
8. Different Strokes
9. Disappearing Dialogue
10. Fill In: Forms
11. LEA Stories (Language Experience Approach)
12. Letter-Sound Connection
13. List & Cards
14. Look & Write
15. Lottery
16. Map Game
17. Rough Edges
18. Scrambled Sentences
19. Sequence
20. Speaking-Reading Connection
21. Strip Stories
22. Vertical Matching
23. Visual Discrimination
24. Word Card Matching
25. Word Space

These literacy strategies are described in detail in the pages that follow.

In this explanation section, each literacy strategy is laid out in a standard format, which consists of nine components displayed on two adjacent pages. Blank sample pages are shown below.



"A" page



"B" page

The nine components of each literacy strategy are briefly described in the following paragraphs.

TITLE

At the top center of the "A" page and at the bottom right of the "B" page is the title of the literacy strategy. The literacy strategies are ordered alphabetically, by title, in this section of the "ESL Literacy Curriculum".

The area under the title on the "A" page has been used to illustrate the literacy strategy. Several types of illustrations are used: pictures, diagrams, suggestions for worksheets, and sample lesson segments.

LITERACY SKILLS

This component lists the reading and writing skills which the learner will develop by participating in the strategy.

PREREQUISITE KNOWLEDGE/SKILLS

Under this heading are listed the abilities the learner must possess in order to participate in the strategy.

CONTENT

Vocabulary that can be taught or reviewed with this strategy is suggested under this heading. Effort has been made to list content areas important for survival and self-sufficiency.

MATERIALS

This component lists materials and equipment required for the strategy.

GROUPING

Some activities can be done by individual learners sitting at their desks. Others require that students be grouped in pairs or teams. This component indicates which configurations of students are best-suited to the strategy.

INSTRUCTIONAL STEPS

When introducing new material to literacy learners, a well-ordered plan is essential. Inexperienced or impatient teachers often bring frustration on their students and themselves by failing to follow a plan. This component gives step-by-step procedures for leading learners in the activities of the strategy.

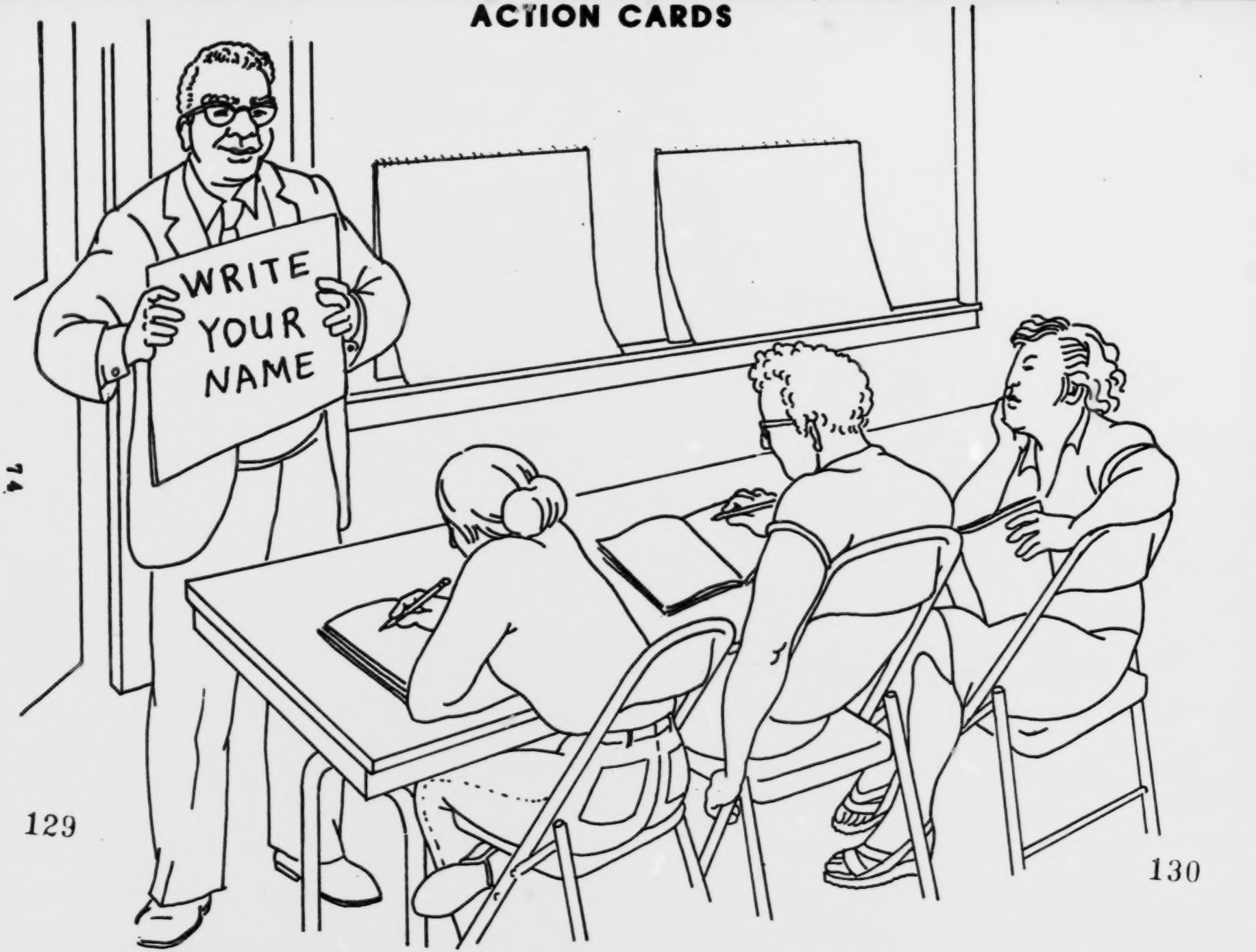
VARIATIONS/NOTES

Under this heading are listed variations and extensions of the strategy, follow-up activities, and additional information on methods, materials, and other matters of interest.

SUGGESTED USE

Numbers of Communication Objectives where the strategy is referred to are listed here.

25 LITERACY STRATEGIES



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Suggested Use

102-5, 103-6

LITERACY SKILLS: Comprehending and following written commands; understanding that written language has meaning that can be responded to in a fashion similar to responses to oral language.

Prerequisite Knowledge/Skill

Learners should have ample practice listening to, performing, and saying the commands before they are shown them in writing.

Content

- commands involving classroom objects, objects brought to class, parts of the body, etc.

Materials

- large sheets of colored poster board
- marking pens
- masking tape

Grouping

- whole class
- pairs

Instructional Steps

(The following steps should be done only after the Command-Action Sequence strategy described on p. 64.)

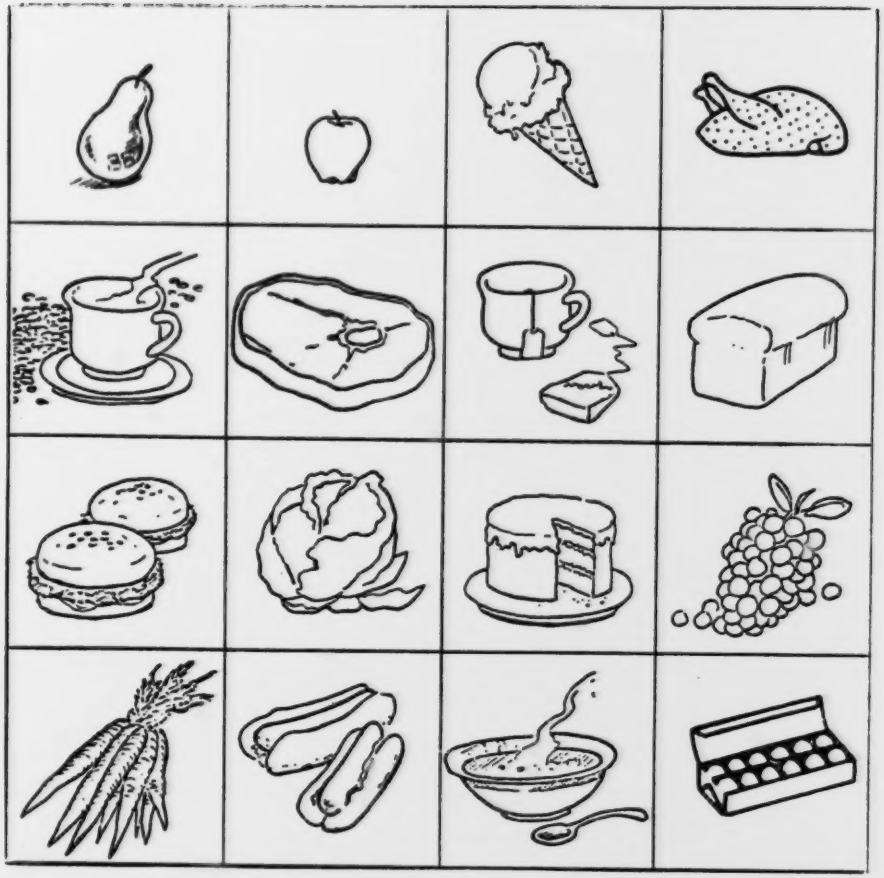
1) TS holds up 1 card with a command written on it.
2) TS reads the command aloud from the card and models the action.
3) TS repeats the command while pointing to each word on the card.
4) Without speaking, TS looks at the card and performs the action.
5) TS encourages learners to join in silently reading the card and performing the action.
6) Steps 1-5 are repeated with the other cards in the sequence.
7) TS shows various cards to the learners, who silently read them and perform the actions.

Variations/Notes

a) The cards are taped to the top of the board in random order with numbers written below them. An advanced learner picks any card and reads it. Literacy learners call out the number of that card. (Note: When finished, be sure to remove all tape from the surface of the board.)

ACTION CARDS

BINGO



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To make game cards having the pictures in different positions, cut out the little pictures and tape them to an empty grid. Then make a photocopy, rearrange the pictures on the grid, make another photocopy, and so on.

DATE	ADDRESS	NUMBER
NAME	PHONE	CITY
CHICAGO	STREET	STATE

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Suggested Use

101-4, 101-8, 103-1

LITERACY SKILLS: Associating aural cue to visual symbol.

Prerequisite Knowledge/Skill

Learners should be familiar with the content area of the lesson.

Content

- pictures
- letters
- numbers
- words

Materials

- bingo game sheets
- bingo markers: paper squares
- caller cards (matching entries on the game sheets)

Grouping

- whole class
- small group

Instructional Steps

1) Each learner receives a game sheet and a set of markers.
2) The Training Specialist picks a caller card from a box or bag and calls it out.
3) Learners who have the item on their sheet mark it with a marker.
4) The first person to get a complete row-vertical, horizonal or diagonal-wins.

Variations/Notes

a) The game sheet of each learner should show the same items but in different positions. Although it will take some time to prepare all the game sheets, they can be reused many times.

b) Be aware of learners' attitudes toward Bingo. Make them aware that this is not a game "just to pass the time." A bilingual aid can explain that important skills are being practiced in this game.

CCCU (CIRCLE, CHECK, CROSSOUT, UNDERLINE)

VALENTINA MARIA

HOUA LEE ABEL

CHONG EMILIA

PAO JAVIER

Learners are instructed to underline their names.

___ 3850 S. DREXEL

___ 1533 W. OAK

___ 312 E. 16TH ST.

___ 2408 N. BROADWAY

Learners are instructed to check their addresses.

18

7 5 9 7

6 8 5 8 8

3 6 8 3

Learners are instructed to cross out all the 8s.

137

$3.50 50¢ 10¢

35¢ $10 $2.50 $1.50

Learners are instructed to circle the amount the teacher says.

138

Suggested Use

101-4, 102-4, 102-8, 103-2

LITERACY SKILLS: Identifying a written symbol (word, letter, or number) with an oral cue.

Prerequisite Knowledge/Skill

Learners must have begun to identify letters, numbers, time, money, personal information, sight word vocabulary.

Content

- letters
- numbers
- times
- money
- personal information
- vocabulary

Materials

- blackboard and chalk
- worksheets and paper
- large pads and felt pens

Grouping

Instructional Steps

1) Training Specialist writes a set of letters, numbers, or words on the board.
2) TS reads aloud one of the words, letters, or numbers from the board.
3) Training Specialist asks learner to go to the board and identify a particular letter, number, or word by circling, checking, crossing out or underlining it.
4) Learner goes to the board and identifies the item by responding to the request.
5) Repeat until all learners have had a chance to complete this activity.
6) Repeat the activity frequently and in later lessons for review and reinforcement.

Variations/Notes

Have the numbers, letters or words written more than once so that learners have to circle all of the correct ones.

COMPLETIONS

BLACKBOARD

A D D R E S S
A _ D R E S S

N A M E
_ A _ E

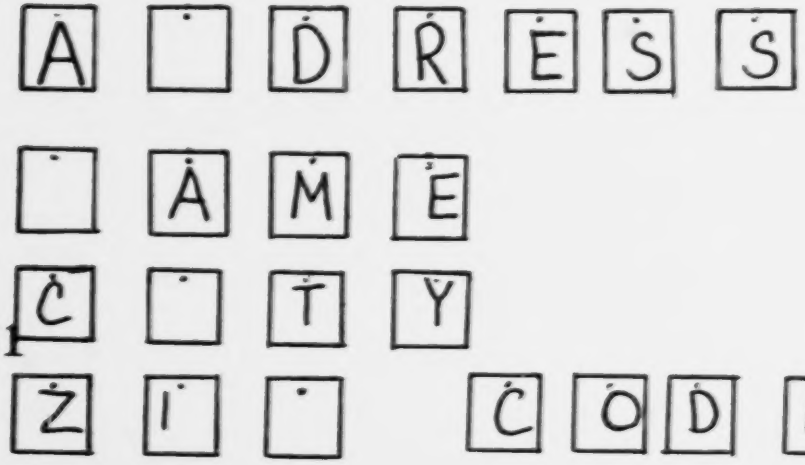
WORKSHEET

ADDRESS
A_DRESS
AD_RESS
ADD_ESS
ADDR_SS
ADDRES_
_DDRESS

ADDRESS ADDRESS _____

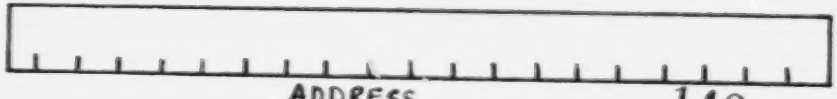
80

Corkboard (with thumbtacks and 5 x 8 cards)
Learners select a letter card to replace the blank card and complete the word.



141

Write Your Address:
ADDRESS:



142

Suggested Use

102-3, 102-6, 103-3

LITERACY SKILLS: Recognizing words; writing letters or numbers.

Prerequisite Knowledge/Skill

Learners should be aurally and visually familiar with the words used.

Content

- specific words and sentences related to the content area being studied

Materials

- blackboard and chalk
- paper and pencil
- alphabet cards
- worksheets

Grouping

- whole class
- individuals

Instructional Steps

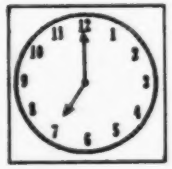
1) The Training Specialist writes a word on the board.
2) The Training Specialist erases a letter and in its place draws a blank. TS gestures for someone to fill the blank.
3) Learner volunteers to write in the missing letter.

Variations/Notes

a) Instead of erasing letters from the words, the Training Specialist rewrites the words adding a blank for the missing letter directly below the original. Learners must copy in missing letter correctly.
b) The same strategy can be used with "higher" level literacy students by leaving out a word from a familiar sentence.

CONCENTRATION

Matching hand-clock time and digital time.



7:00

Matching letters (upper and lower case). Cards have numbers taped to their backs so that learners can identify them.

1 2 3

4 G 6

9 8 9

10 11 12

Suggested Use

103-1, 103-4

LITERACY SKILLS: Matching written symbols to pictures; matching equivalents (e.g. digital time to clock time, upper and lower case of the same letter).

Prerequisite Knowledge/Skill

Learners should be familiar with the vocabulary from previous oral practice and sight word recognition.

Content

- dates (May 16 and 5-16, etc.)
- antonyms (UP/DOWN, YES/NO, etc.)
- pictures and words
- abbreviations and whole words (days, months, etc.)

Materials

- set of paired cards showing letters, numbers, words or pictures.
- large table

Grouping

- teams
- small groups

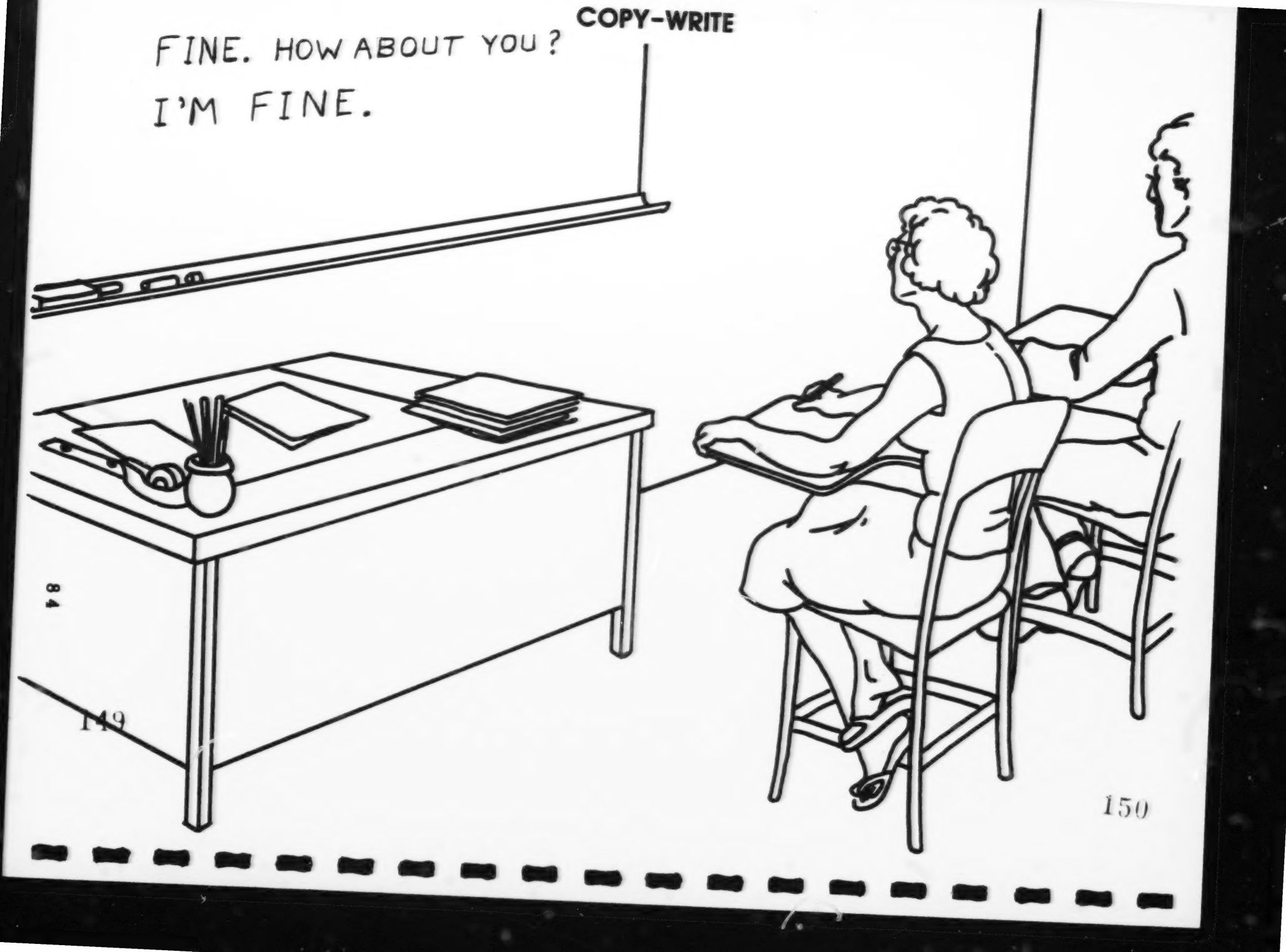
Instructional Steps

1) A set of paired cards are laid face down.
2) Each learner turns up two cards.
3) If they are a matching pair, they are kept. If not, they are turned face down in the same position and the next learner takes a turn.
4) The learner who has the most paired cards wins.

Variations/Notes

This can be done as a class game. Divide the class into two teams. Tape numbers to the back of the cards so they can be identified by the learners pointing out the cards. (This assumes learners already know the numbers and that the purpose of the game is not to match numbers). Have the cards tacked to a corkboard or attached by string and tape to the wall. Let each member of the team play a turn. The team that has the most pairs wins.

COPY-WRITE



84

149

150

Suggested Use

101-5, 101-7, 102-1, 102-2, etc.

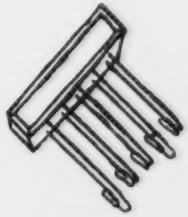
LITERACY SKILLS: Forming letters and digits; maintaining proper alignment in relation to guide lines; maintaining margins; spacing between words; directionality.

Prerequisite Knowledge/Skill

Learners should have had some practice reading and writing the individual digits and letters to be formed.

Content

. numerals
. groups of letters
. words



Materials

. chalkboard
. chalk
. pencils
. extra-wide ruled paper
. colored chalk
. staff line drawer

Grouping

. whole class
. individuals

Instructional Steps

1) TS writes the numerals or words to be copied on the board. (During early stages of literacy instruction the TS should draw horizontal guide lines before writing on the board.)
2) TS points out aspects of letter formation, alignment, or spacing that may cause difficulty for learners.
3) Learners copy on their own papers. (Extra-wide ruled paper is an aid for learners in the early stages of instruction.)

Variations/Notes

1) In addition to the copying of numerals and words, TSs may also have preliterate learners copy word-like groups of letters in the early stages of instruction.
2) The TS can increase the effectiveness of the chalkboard demonstration by using different colors of chalk for horizontal guide lines and letter strokes.

DICTATION

Examples of possible dictation exercises at various levels.

102-3 Dictate fictional phone numbers

476-6113, 974-2827, 391-2462, 812-5743

101-8 Dictate the letters of local street names.

W - E - S - T - E - R - N, N - O - R - T - H, B - R - O - A - D - W - A - Y

103-2 Dictate times.

9:00, 11:00, 6:30, 4:30, 1:15, 12:45

102-8 Dictate amounts of money.

25¢, $1.00, 10¢ $15.00, $35.00, 35¢, $1.50

Note: Some students have difficulty hearing the difference between members of the following pairs. The results of dictation exercises will reveal when this is true. More dictation practice can help to overcome these difficulties.

13	30	15	50	A H	S X
14	40	16	60		

Suggested Use

101-5, 101-8, 102-8, 103-2, etc.

LITERACY SKILLS: Writing letters and numbers in response to spoken cues.

Prerequisite Knowledge/Skill

Learners should only be expected to write letters and numbers that are familiar to them from previous oral and written work.

Content

. numbers
. letters

Materials

. paper
. pencils

Grouping

. whole class

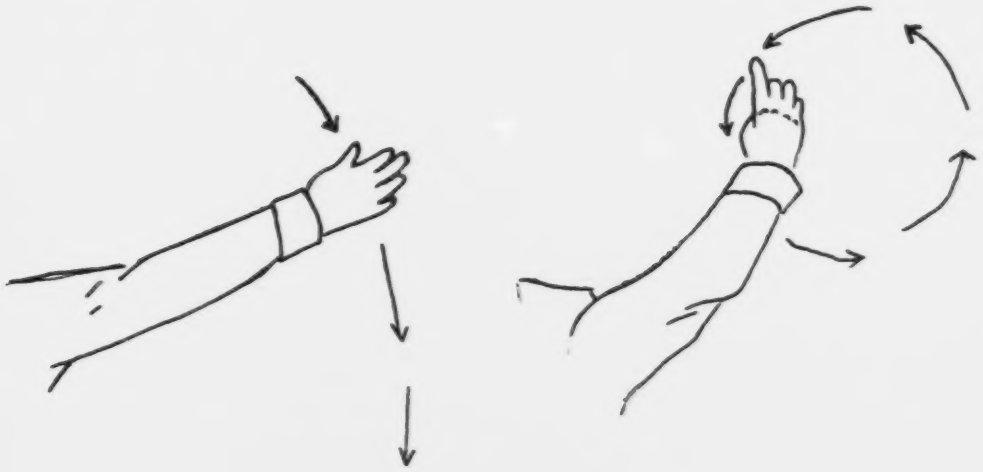
Instructional Steps

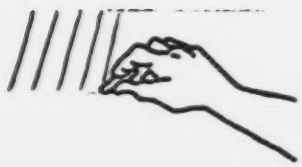
1) The learners listen as the Training Specialist reads a series of numbers or letters.
2) The TS reads the series again, pausing between each item. The learners write during the pauses. The TS repeats the item as necessary.
3) After all the items have been read, the TS reads the entire series again at normal speed.
4) The TS provides feedback to the learners by writing the dictation on the board or by checking their papers individually.
5) After it has been written on the board, the series can be reviewed orally.

Variations/Notes

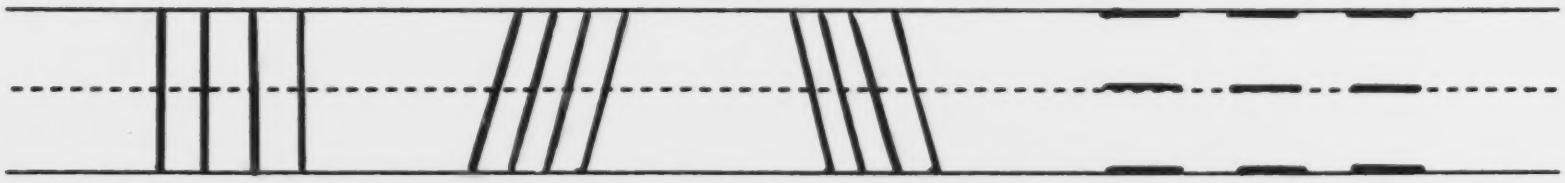
a) This strategy offers a good opportunity for teaching students to use phrases like "Sorry, I don't understand", "Again, please", "Please repeat", "Please say that again". Teach learners to use one of these phrases when they need repetition or other help with a dication exercise.
b) The learners can be asked to write either the complete series or just selected items. For example, TS (1) tells the learners to write only the numbers they hear, and (2) dictates the series "5,7,B,20,D,100".
c) The TS writes an incomplete series on the board, with blanks that the learners must fill on their papers. For example, the TS (1) writes the series \$10, ___, \$15, ___, \$4, ___ on the board, and (2) dictates "\$10, \$5, \$15, \$6, \$4, \$1."

DIFFERENT STROKES





88



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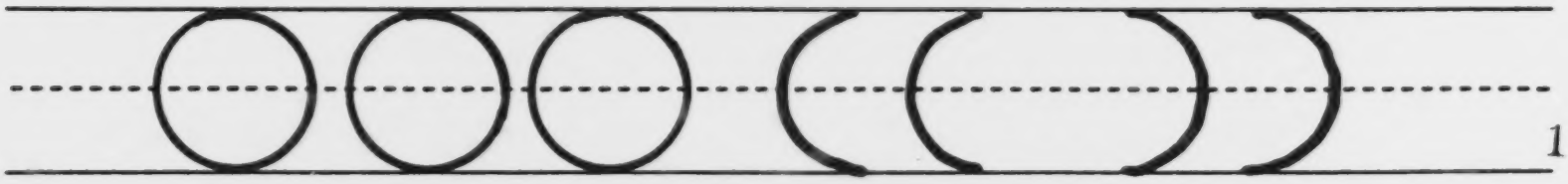


158

Suggested Use

101-3, 101-5, 101-7, 102-2, etc.

LITERACY SKILLS: Moving arm, hand, and fingers in the ways required by writing; marking in a left-to-right and top-to-bottom sequence; forming straight and curved lines; maintaining proper alignment and spacing.

Prerequisite Knowledge/Skill

Physical and psychological readiness for formal classroom instruction.

Content

- component parts of digits and letters
- digits
- letters

Materials

- chalkboard
- chalk
- pencils
- extra-wide ruled paper
- colored chalk
- staff line drawer

Grouping

- whole class

Instructional Steps

1) TS demonstrates making various strokes in the air, using arm and hand motion. Learners imitate TS.
2) Learners go to the chalkboard. TS demonstrates writing a large stroke on the board. Learners imitate.
3) TS and learners make other similar large strokes on the board.
4) Drawing left to right, TS makes horizontal guide lines on the board. TS demonstrates proper alignment of strokes with guide lines.
5) TS demonstrates proper spacing of strokes and groups of strokes.
6) Drawing left to right, learners make their own guide lines and copy the strokes as demonstrated by the TS.
7) Learners practice making strokes on extra-wide ruled paper.

Variations/Notes

a) Practicing the strokes in the air and at the chalkboard should counteract the tendency of some learners to painstakingly "draw" letters and digits rather than "stroking" them in a relaxed manner. It also gives the TS the chance to teach the proper direction for making each stroke. As the learners practice, the TS should monitor their directionality, alignment, and spacing.

DISAPPEARING DIALOGUE

 # 1

A: What is your name?
B: Maria.
A: What is your address?
B: 312 East 16th St.
A: Where are you from?
B: Mexico.

 # 2

A: What is your _____?
B: Maria.
A: What is _____ address?
B: _____ East 16th St.
A: _____ are you from?
B: Mexico.

06

 # 3

A: _____ is your _____?
B: Maria.
A: What _____ _____ _____?
B: _____ East 16th _____.
A: _____ _____ _____ from?
B: _____.

161

 # 4

A: _____ _____ _____ _____?
B: _____.
A: _____ _____ _____ _____
B: _____ _____ _____ _____
A: _____ _____ _____ _____
B: _____.

162

Suggested Use

102-2, 103-3, 103-5

LITERACY SKILLS: Spoken-visual association; recognizing spaces between words; comprehending punctuation.

Prerequisite Knowledge/Skill

Learners should understand the dialogue aurally before they see it in print. In addition, some of the written words should be familiar to them from previous literacy lessons.

Content

- dialogues from communication objectives
- dialogues that arise spontaneously in class
- language experience stories and command-action sequences used in class

Materials

- blackboard and chalk

Grouping

- whole class

Instructional Steps

1) Learners listen to the dialogue several times. TS establishes meaning using pictures, mime, or native language explanation.
2) Learners repeat the dialogue after the TS.
3) TS writes dialogue on the blackboard.
4) TS reads the dialogue several times to the class after telling learners to "LISTEN".
5) TS reads the dialogue line by line with the class repeating.
6) TS practices the dialogue with the class by taking one role while the class takes the other.
7) TS erases a few words from the dialogue, replacing them with blanks.
8) TS has learners repeat the dialogue.
9) TS erases more words; learners repeat dialogue.
10) TS repeats Step 9 until entire dialogue has been erased and learners can say it from memory.
11) TS rewrites the words in the blanks.

Variations/Notes

a) Various literacy strategies can be used to practice reading and writing the lines of the dialogue (e.g. Scrambled Sentences, Strip Story, Copy-Write, Word Space Look & Write). One or more of these can be done after the Disappearing Dialogue exercise.

DISAPPEARING DIALOGUE

FILL IN. FORMS

APPLICATION FORM

NAME _____
FIRST LAST

ADDRESS _____
NUMBER STREET

_____
CITY STATE ZIP CODE

SOCIAL SECURITY NUMBER _____

SIGNATURE _____ DATE _____

92

165

166

Suggested Use

102-1, 102-3, 102-7, 103-7, etc.

LITERACY SKILLS: Comprehending "form language"; writing personal information.

Prerequisite Knowledge/Skill

Learners must be able to write personal information (name, address, phone number, etc.). They must also be able to read the labels on the form.

Content

- personal information
- date
- signature

Materials

- blackboard and chalk
- pencils
- actual or simulated forms for employment, driver's license, money order, school registration, public assistance, bank draft, etc.

Grouping

- whole class
- individuals

Instructional Steps

Cycle 1: Learners read the labels

1) TS draws form (including labels) on blackboard.
2) For each space on the form, TS says the label, fills in own information, and says label again. Learners repeat orally.
3) TS distributes copies of the form for learners to fill out
4) TS checks learners' work.

Cycle 2: TS says the labels

1) After learners have had several days of practice with labeled forms, TS gives them a form having lines or boxes that are numbered but not labeled.
2) TS tells learners what information to write in each space.

Cycle 3: Pair practice, cross-ability pairs

1) After learners have practiced Cycle 1 and 2 TS pairs advanced students with literacy students. TS demonstrates the following activity and then has students do it.
2) The advanced learner in each pair is given a labeled form which he keeps hidden from his partner. The literacy learner receives a copy of the same form, but without labels.
3) The more advanced student tells the literacy learner what information to write in each space.

Variations/Notes

a) Large posterboards can be used to highlight key concepts. EX. SS# ___ ___ ___ - ___ ___ - ___ ___ ___ ___
b) The TS can make photocopies of the simple form shown here for students to practice with. A more complicated form is the CUSI registration form, which can also be duplicated.

LEA STORIES (LANGUAGE EXPERIENCE APPROACH)

The starting point for LEA stories is often spontaneous oral discussion by learners about a problem, interest, or shared experience. Alert teachers can use such "rap sessions" as natural springboards for literacy lessons. By doing some planning, creative teachers can anticipate and set up class discussion. Sometimes pictures can be used to stimulate conversation, as in the following example.

SAMPLE LEA STORY

The class is presented with a large picture. In this case, it is a picture of a young boy at an outdoor market. He is selling fruit and vegetables. He is alone. This isn't a typical American scene. But it is a scene typical of the homeland of many of the students in the class (Southeast Asia).

1) The Training Specialist encourages learners to talk about the picture, asking questions as necessary.

   Yes/No Questions

   Is this boy in Chicago?
   Is he rich?

   Either/Or Questions

   Does he work or go to school?
   Is he happy or sad?

   Wh- Questions (but not why)

   Where does this boy live?
   What is his name?
   How old is he?

   Why

   Why is he sad?

2) TS ask learners to make statements about the picture for TS to write down. TS listens patiently and allows learners to choose their own words.

3) TS records the learners' statements on the blackboard or a large sheet of paper. TS transcribes what learners say, grammatical errors and all (but not pronunciation errors). The story produced might look like this:

> TIA LIVE THAILAND. HE 10 YEARS OLD.
>
> HE SAD. HE NO GO SCHOOL. HE SELL
>
> FRUIT. HE WORK.

Note: The main purpose of LEA at this level is to help learners read what they say. Therefore, it is important that the TS TS transcribe the learners' own words. LEA Stories is a reading activity, not a grammar lesson.

Suggested Use

103-2, 103-4, 103-5

LITERACY SKILLS: Comprehending sentences and associating oral language to written language.

Prerequisite Knowledge/Skill

Some proficiency in oral English.

Content

- field trip
- picture
- personal experience

Materials

- blackboard
- large easel pad
- large sheet of butcher paper
- marker

Grouping

- whole class
- individuals

Instructional Steps

1) Oral discussion.
2) Learners compose orally.
3) TS transcribes.
4) After each statement is transcribed, TS reads it back while running finger under words. TS asks learner who made the statement, "Is this what you want to say?" TS makes changes if learner so desires. If a different learner suggests a change, TS consults first learner, who decides whether to let statement be changed or not.
5) TS reads entire story back to the learners. Story should be 2-5 sentences long.
6) TS invites learners to read along. TS runs finger under words.
7) Learners read the story aloud, as a group or individually.

Variations/Notes

a) TS points to or shows a flashcard of a word that appears in the story more than once. TS asks students to come to the blackboard and find the other occurrences of the word. This can also be done with initial consonants.
b) Learners copy the story.
c) Learners re-read typed copies of the story distributed the next day so that learners acquire greater familiarity with typescript.
d) Many of the literacy strategies in this curriculum can be used as follow-up activities to LEA Stories.

FISH

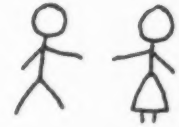
F

FISH

FATHER

FINE

FIRST

HUSBAND 

H

HUSBAND

HI

HOW

HE

HELP

96

MAN

M

MAN

MOTHER

ME

MY

MIGUEL (i.e., a student's name)

MEXICO (i.e., a country known to the students)

Suggested Use

103-8

LITERACY SKILLS: Recognizing the connection between the written symbol and its phonetic quality.

Prerequisite Knowledge/Skill

Learners should be able to read several words beginning with the target letter. Learners should have mastered pre-literacy skills such as letter discrimination, letter formation, and directionality.

Content

. a series of 3 or more words, all beginning with the same consonant sound and letter, which the learners have already learned to read on sight. Other appropriate words beginning with the same sound and letter may be added.

97

Materials

. blackboard and chalk

Grouping

. whole class

Instructional Steps

1) TS says word and indicates meaning. Learners repeat word.
2) TS writes word on board and points to initial letter. TS emphasizes sound of initial letter.
3) TS asks learners to say other words in their vocabulary which begin with the same sound. TS writes these words in a list on the board.
4) Class practices reading the words out loud to associate sounds and symbols.
5) Learners copy the list of words from the blackboard.
6) Repeat Steps 1-5 with several initial letter/sound relationships (over several days).

Variations/Notes

a) This is one of the most direct and effective ways to introduce and practice the phonic regularities of English. It is easiest to do this with initial consonants because they are prominent.
b) Review 3 initial letter/sound relationships previously taught. Then pronounce new, unknown words which begin with a previously taught letter/sound. Ask the learners to write only the first letter of the word they hear.

LETTER-SOUND CONNECTION

LIST & CARDS

Whole Class Procedure

1) TS gives a set of cards to every student (or to every pair of students).
2) TS reads the first item on the list.
3) Learners find that card, hold it up, and read it aloud.
4) TS repeats the process with the next item on the list.

Suggested Use

101-1, 101-4, 101-8, 102-6, etc.

LITERACY SKILLS: Visual→oral and aural→visual association.

Prerequisite Knowledge/Skill

Learners should be able to recognize and pronounce each symbol on the list.

Content

- numerals
- letters
- words
- sentences
- pictures

Materials

- a written list of numerals, letters, words, or sentences (one list for each pair of students)
- a set of cards having one item from the list on each card, plus one extra card that is not on the list (one set of cards for each pair of students)

Grouping

- whole class
- pairs

Instructional Steps

(These steps follow the "whole class" procedure.)

1) Choosing a capable student as a partner, TS demonstrates Steps 2-5 below in front of the class. Then the learners are grouped in pairs. TS gives a list to Student A and a set of cards to Student B.
2) Without showing the list to Student B, Student A reads the first item.
3) Student B finds that card, shows it, and reads it aloud.
4) The students repeat Steps 2-3 until the entire list has been read.
5) The students switch roles and repeat the activity.
6) As the learners work in pairs, the TS circulates and assists where necessary.

Variations/Notes

a) Without saying so, the TS should usually let the better reader be Student A the first time through.
b) After learners have become familiar with the routine of this strategy, the "whole class" procedure can be omitted when reviewing familiar content material.

LOOK & WRITE

COUNT AND WRITE THE NUMBER

XXXX _____

ooooo _____

XXXXXX
XXXXXX _____

oooooo
ooooooo
ooo _____

WRITE THE WORDS

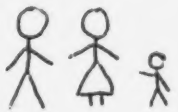
100

RICE
WATER
MEAT
FISH
JUICE
MILK
BREAD

I EAT _____.

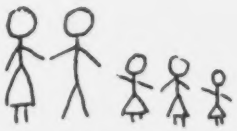
I DRINK _____.

WRITE NUMBERS AND WORDS

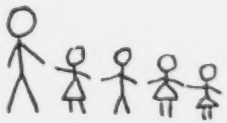


____FATHER
1 _____
____BOY

____MOTHER
1 _____
____BOY



____MOTHER
1 _____
____GIRLS



____FATHER
1 _____
____GIRLS

MOTHER
FATHER
GIRL
BOY
CHILDREN

Suggested Use

102-7, 103-1, 103-4, 103-7

LITERACY SKILLS: Visual matching and discrimination; writing the appropriate word to complete a sentence or phrase.

Prerequisite Knowledge/Skill

Learner should be able to read and understand all words in the exercise.

Content

- pictures
- dialogues
- monologues
- command-action sequences
- LEA stories

Materials

- blackboard and chalk
- pencils and paper
- worksheets

Grouping

- whole class
- individuals

Instructional Steps

1) Visual stimulus is presented to learner in the form of objects to be counted, picture to be captioned, sentence to be completed, etc.

2) Learner writes response as a numeral, letter, word, or sentence.

Variations/Notes

a) Since Look & Write is an exercise in which students generally work silently by themselves, some type of oral group activity should be done with the content material beforehand.

b) Fill-in-the-blank type exercises are made easier by supplying a "word bank" containing all the answers in jumbled order. This frees learners from the task of spelling. Some word banks include a few "distractors" which do not answer any item.

c) This strategy leads the literacy learners beyond mere copying.

LOOK & WRITE

LOTTERY

GAMEBOARDS (MONETARY AMOUNTS)

TEAM A

$2.10	$7.95	$4.99	$12
$1.98	$ .45	$1	$1.08
$4.45	$2.15	$8.50	$2.50
$ .50	$50	$5	$11
$ .99	$ .19	$9	$90

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TEAM B

$8.50	$15	$50	$ .50
$2.50	$4.45	$ .15	$4.99
$3.98	$ .25	$ .45	$2.15
$7.95	$4.50	$2.10	$4.15
$1	$1.98	$1.08	$12

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GAMEBOARDS (FORM VOCABULARY, SIGHT WORDS)

TEAM A

ADDRESS	STREET	CHICAGO
ILLINOIS	NAME	LAST
STATE	ZIP CODE	PHONE
FIRST	MIDDLE	CITY

TEAM B

LAST	CITY	NAME
DATE	FIRST	STREET
STATE	CHICAGO	ILLINOIS
SIGNATURE	MIDDLE	ADDRESS

186

Suggested Use

101-4, 101-8, 103-1

LITERACY SKILLS: Associating spoken and printed sight words; scanning for specific words or pictures.

Prerequisite Knowledge/Skill

Learners should be familiar with the vocabulary words, symbols, and pictures used in this strategy.

Content

- pictures
- money
- letters
- vocabulary
- sentences

Materials

- lottery game board (1 per group)
- lottery cards to match board entries
- colored paper squares (markers)

Grouping

- whole class
- small groups

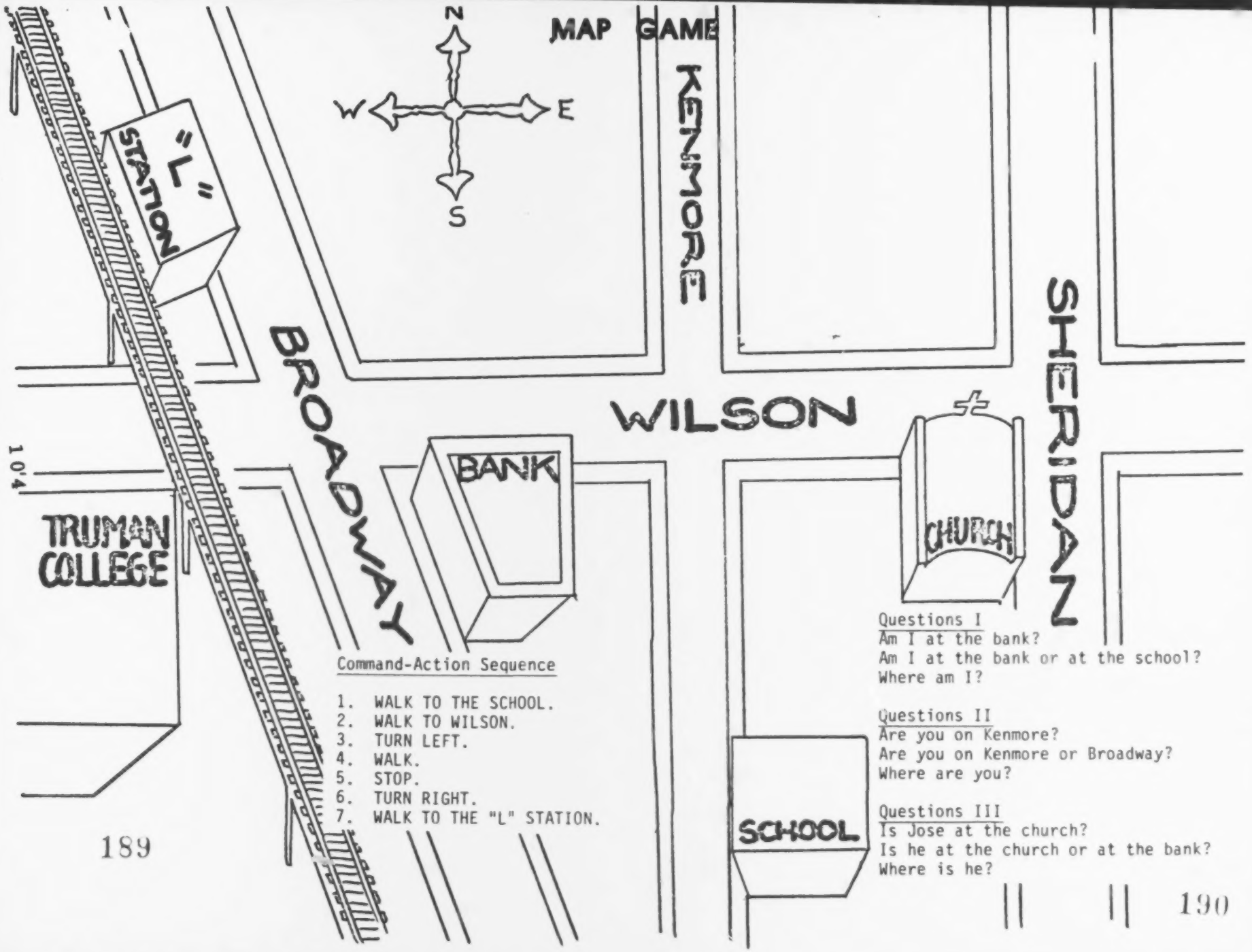
Instructional Steps

1) TS divides class into 2 groups.
2) TS places 2 large gameboards on different sides of wall or blackboard.
3) TS gives each group a number of large colored paper squares to be used as markers.
4) TS draws card from bag and reads or describes it.
5) Groups recognize word or picture on their gameboards and place paper marker on the board.
6) The first group to cover their board wins.

Variations/Notes

a) Be aware of learners' attitudes toward Lottery. This is not just a game to pass the time but a teaching tool that reinforces important skills such as recognizing and matching symbols and words.

b) This strategy is very similar to Bingo except that in Lottery the students are divided into groups.



Command-Action Sequence

1. WALK TO THE SCHOOL.
2. WALK TO WILSON.
3. TURN LEFT.
4. WALK.
5. STOP.
6. TURN RIGHT.
7. WALK TO THE "L" STATION.

Questions I

Am I at the bank?
Am I at the bank or at the school?
Where am I?

Questions II

Are you on Kenmore?
Are you on Kenmore or Broadway?
Where are you?

Questions III

Is Jose at the church?
Is he at the church or at the bank?
Where is he?

LITERACY SKILLS: Reading names of streets and locations; reading directional language; following written commands.

Prerequisite Knowledge/Skill

Students must be familiar with the neighborhood represented by the map. They must be able to read street signs.

Content

- street signs in the neighborhood
- names of places in the neighborhood (stores, school, laundromat, etc.)
- directional language (left, right, go, walk, turn, etc.)

Materials

- masking tape
- marking pen
- posterboard

Grouping

- whole class
- small groups
- pairs

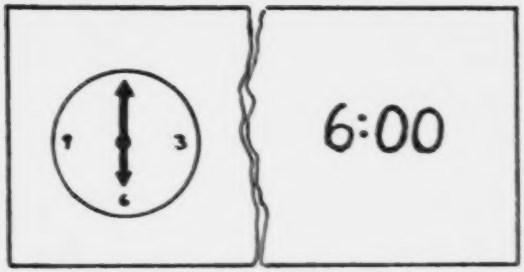
Instructional Steps

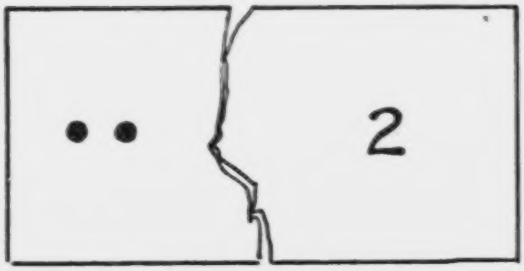
1) TS takes class on a walking tour of the neighborhood, pointing out streets and buildings that will be referred to in the exercise.
2) TS teaches or reviews reading of street and building names that will be used.
3) TS uses masking tape to outline on the floor a map of 1-4 blocks in the neighborhood.
4) TS labels streets with marking pen on the tape. Chairs with signs taped to them can represent buildings.
5) TS teaches a sequence such as the one given above by using a modified Command-Action strategy, as follows:
   -TS performs sequence, saying each command and then performing it. Repeat several times. Class listens.
   -TS says and acts out sequence, asking class questions (I. above).
   -Volunteers perform commands as TS says them. TS asks class questions (II above).
   -TS asks performers questions (III above).
6) -TS uses Action Cards strategy to teach reading of the commands.

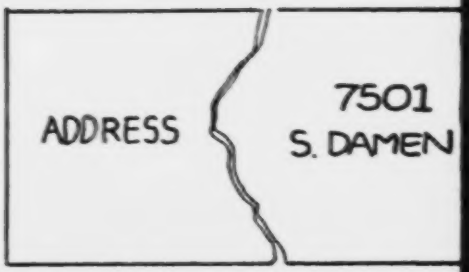
Variations/Notes

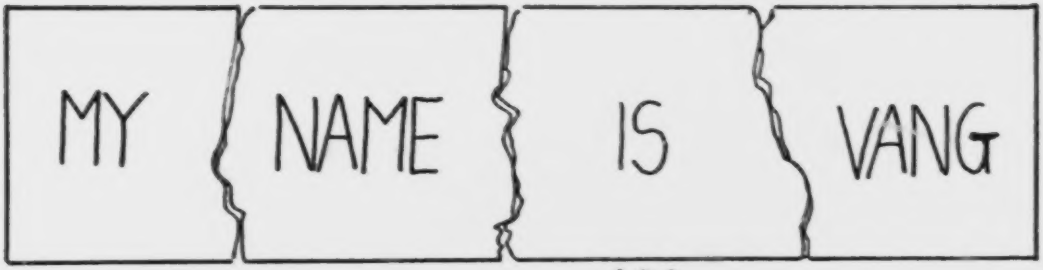
a) After the sequence has been thoroughly practiced, let volunteers read the action cards while others perform.
b) This activity can be done outdoors in good weather. The neighborhood map can be drawn with chalk on a playground or tennis court, or the class can walk around the neighborhood practicing street names, locations, and prepositions of position.

ROUGH EDGES









Suggested Use

103-1

LITERACY SKILLS: Matching equivalents (e.g. upper and lower case of same letter, digital time to clock time) or matching "parts" of a whole (e.g. syllables of a word, sentence halves).

Prerequisite Knowledge/Skill

Learners should be familiar with the content area and vocabulary.

Content

- dates (5-16 and May 16, etc.)
- vocabulary (antonym pairs)
- letters (upper and lower case)
- numbers
- time

Materials

- a set of teacher-made flash cards where each card has an irregular edge (These flash cards form pairs in which the cards complement each other both in the content they display and in the shape of their edges.)

Grouping

- whole class
- small groups

Instructional Steps

1) TS displays each matched pair of cards, holding their edges together.
2) TS shuffles the cards and gives one or more to each learner.
3) Learners match pairs of cards by using the rough edges as additional clues to fit them together.

OR

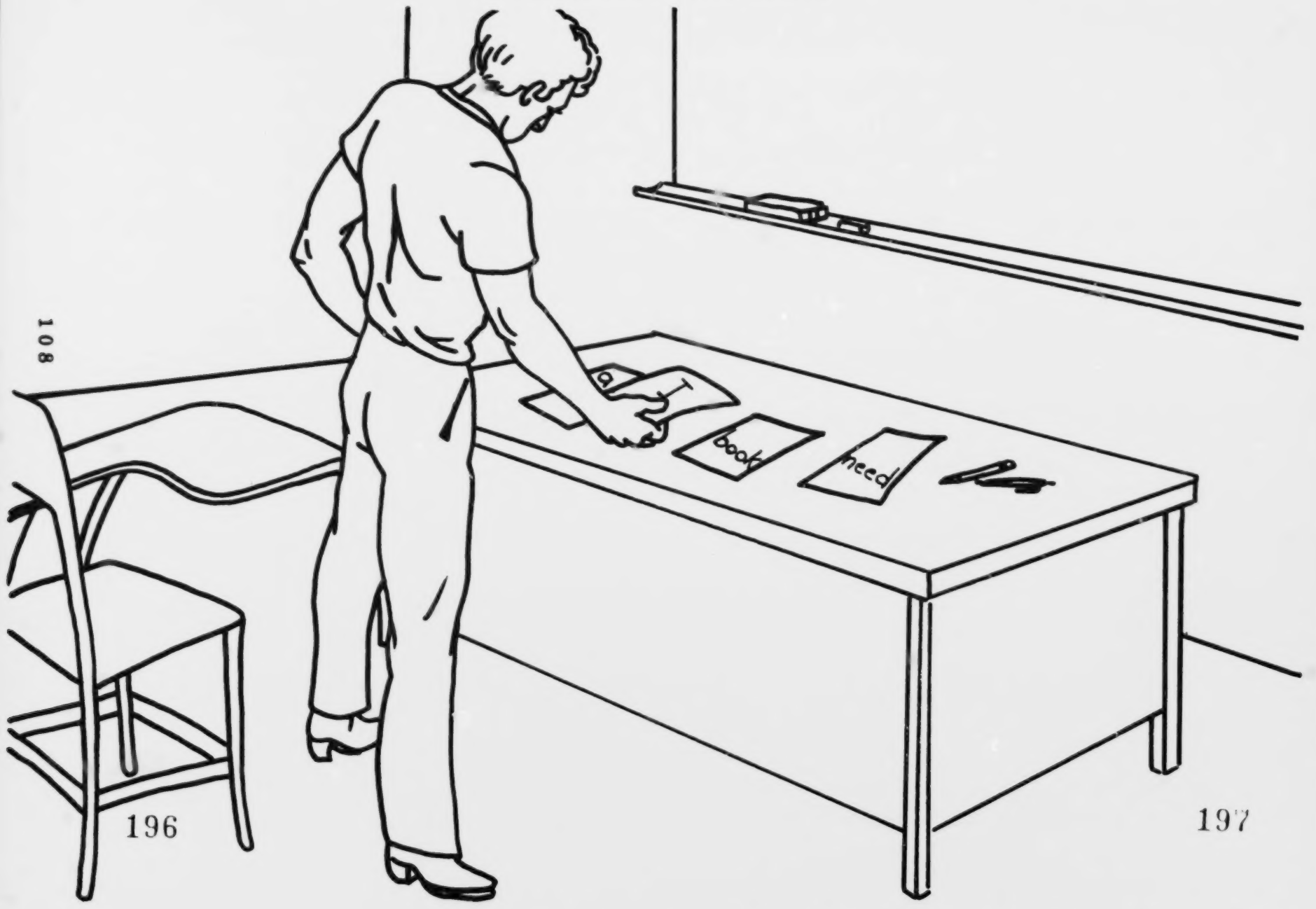
Learners listen as the TS reads an item. Learners indicate if they have a card pertaining to that item.

4) Learners practice reading the reassembled cards.

Variations/Notes

a) This is an excellent activity to help foster the relationship between words.
b) The cards should be cut or torn so that the edges of the halves fit together in a unique way.
c) As an additional clue to the learners, the cards can be color coded, i.e. the two blue halves go together.

SCRAMBLED SENTENCES



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197

Suggested Use

102-5, 103-2, 103-3, 103-5, etc.

LITERACY SKILLS: Comprehending sentences; sequencing words into a proper sentence.

Prerequisite Knowledge/Skill

Learners should be familiar with the sentences used from previous reading activities.

Content

- sentences from dialogues, command-action sequences, strip stories, etc.

Materials

- 5x8 cards (Print one word on each card. Punctuation marks may also be printed on separate cards.)
- marking pen
- chalkboard with chalk tray or cork board with thumb tacks

Grouping

- whole class
- small groups
- individuals

Instructional Steps

1) TS writes a sentence on the board.
2) TS places cards face up on the desk in random order.
3) TS reads the sentence to the class.
4) TS asks learners to choose the first word of the sentence from the scrambled card pile and place it on the chalk tray.
5) TS continues Step 4 with all words of the sentence until they are placed in order on the chalk tray.

Variations/Notes

a) TS says a sentence to the class and proceeds with Steps 2-5.
b) TS shows class a sentence strip and proceeds with Steps 2-5.
c) Scrambled Sentences can also be done with several sentences at once in small groups. Each group of 3-4 students receives the cards for a different sentence.
d) Scrambled sentence worksheets can be made.

SCRAMBLED SENTENCES

SEQUENCE

BLACKBOARD

1	2	3	___	5
6	___	8	9	___
11	12	13	___	15
___	17	___	19	___

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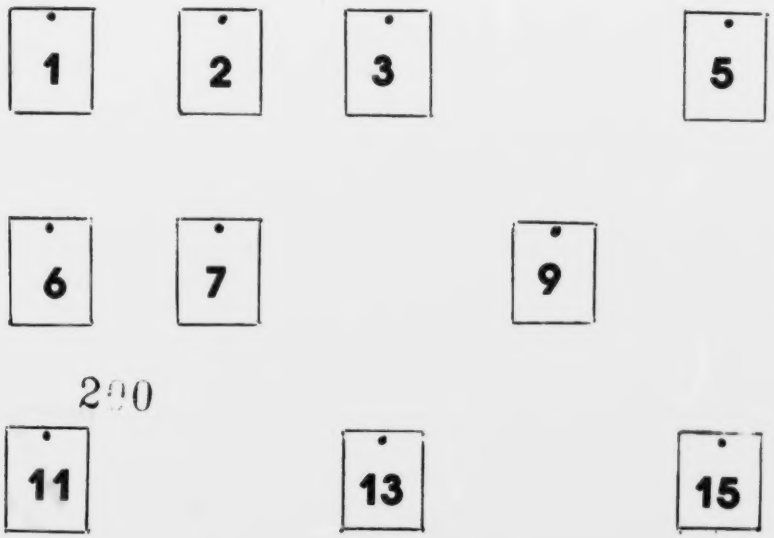
CORKBOARD



200

WORKSHEET

NAME _____

PHONE NUMBER _____

1. JANUARY
2. FEBRUARY
3. _____
4. APRIL
5. MAY
6. _____
7. JULY
8. AUGUST
9. SEPTEMBER
10. _____
11. NOVEMBER
12. _____

1. SUNDAY
2. MONDAY
3. _____
4. WEDNESDAY
5. _____
6. FRIDAY
7. _____

201

Suggested Use

101-5, 102-6

LITERACY SKILLS: Ordering certain simple sequences, such as numbers and the days of the week.

Prerequisite Knowledge/Skill

Learners should be able to say and read the numbers and words of the exercise. They should have had some previous explanation of the sequence to be practiced.

Content

- numbers
- days of the week
- times
- monetary amounts
- dates

Materials

- a set of cards showing the items of the sequence
- corkboard and thumb tacks
- masking tape
- worksheets
- blackboard and chalk

Grouping

- whole class
- idividuals

Instructional Steps

1) Some cards are tacked or taped to the corkboard or wall. Blank spaces are left for missing items.
2) Each learner receives one of the cards not on the wall.
3) Learners take turns tacking or taping cards in the appropriate place.
4) Learners say the item aloud as they put it in place.
5) TS asks questions about the sequence. (EX. "What comes before Wednesday?" "What comes after 6?"

Variations/Notes

a) This can be done individually with worksheets rather than as a class activity.
b. Learners could be asked to place all cards in order from beginning to end.
c) Learners filling gaps in the sequence also say the item before and after. (Ex. 7 __ 9. Student says: "7, 8, 9" when placing 8 correctly.)
d) TS could say or show two items and the learner must say or show the one in the middle.
e) All of this may be done on the board as well.

SPEAKING-READING CONNECTION

Ways to Help Students Remember the Printed Form of Words

Point out the . . .

- similarity in appearance to a previously learned word
- number of letters
- double letters
- repeated letters
- name of initial and final letter
- shape of word (more evident in lower case)

<u>for words written on cards</u>

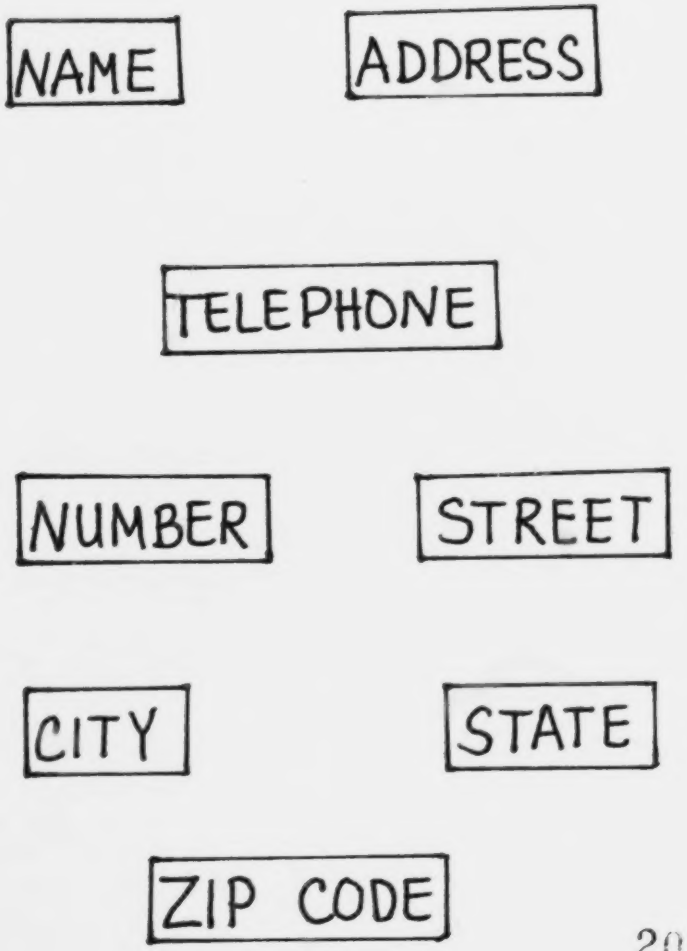
- length of card
- color of card
- color of marking pen

<u>for words written on chalkboard</u>

- color of chalk

We recommend the strategy outlined on these 2 pages for introducing reading to beginners. As students learn the sounds which the letters represent, they can begin to use phonics to make the speaking-reading connection. However, we do not advise the use of phonics until learners have mastered nearly all the contents of this curriculum.

FORM LANGUAGE WORDS



Suggested Use

102-1, 102-2, 102-3, 102-4, etc.

LITERACY SKILLS: Recognizing and comprehending high frequency words and survival vocabulary.

Prerequisite Knowledge/Skill

Learners should aurally comprehend the words to be taught.

Content

. vocabulary from dialogues, monologues, exercises, signs, and forms that is aurally meaningful to the students

Materials

. poster board
. 5 x 8 cards
. markers of various colors
. chalkboard
. colored chalk

Grouping

. whole class

Instructional Steps

1) TS teaches word orally.
2) TS shows class the word on the board or a card and says it.
3) Learners repeat after teacher.
4) TS points out keys to remembering the word, such as name of initial or final letter, number of letters, length, shapes, etc.
5) Learners repeat again after the teacher.
6) Learners demonstrate recognition of the word by an aural--visual recognition strategy such as CCCU or Word Card Matching.
7) Learners demonstrate comprehension of word by other types of exercises, e.g. Vertical Matching or Fill In: Forms.
8) TS assigns learners a task in which they must read the sight word outside of class.

Variations/Notes

a) The final transfer to out-of-class reading is crucial and and marks the beginning of learner's ESL literacy independence. Further instruction in ESL will, of course reinforce these skills.

b) This strategy is designed to help students learn to read what they can say and understand.

BLACKBOARD

Lia is sick.
She goes to the doctor.
Lia opens her mouth.
She says "Ahhh....."
The doctor gives Lia medicine.
Lia goes home.

STRIPS

Lia is sick.

She goes to the doctor.

Lia opens her mouth.

She says "Ahhh....."

The doctor gives Lia some medicine.

Lia goes home.

Suggested Use

102-5, 103-5

LITERACY SKILLS: Spoken-visual association; matching a sentence strip to a sentence in a story; scanning.

Prerequisite Knowledge/Skill

Learners should have had ample practice listening to, saying, and reading the story prior to the Strip Stories exercise.

Content

. dialogues
. command-action sequences
. LEA stories

Materials

. strips of colored paper about 1 yard long
. marking pens
. blackboard and chalk
. scotch tape or masking tape

Grouping

. small groups
. whole groups

Instructional Steps

1) After learners have practiced listening to, saying, and reading a dialogue, LEA story, or other text, TS writes it on the board. TS also writes individual sentences of the story on long strips of paper.
2) TS reads the story aloud from the board several times.
3) Learners read the story chorally and individually from the board.
4) TS divides class into several groups and gives each group 1 sentence strip. (In a small class, individual students can each receive a strip.)
5) TS points to a sentence of the story on the board and reads it aloud.
6) A student brings the strip indicated by the TS to the board. Continue with Steps 5-6 until the whole story is completed.

Variations/Notes

a) This is a larger scale version of the Scrambled Sentences strategy. On p. 517 of the Guide to ESL Curriculum a more compicated version of Strip Stories is described, one involving memorization of the individual sentence and oral discussion among the learners. Such an activity is excellent for more advanced students. Adhere to the instructional steps given above, however, for beginners.

VERTICAL MATCHING

DATES:

6/ 11/ 83	January 5, 1983
1/ 10/ 79	June 11, 1983
1/ 5/ 83	January 10, 1979

Days of the Week:

Monday	Sat.
Saturday	Wed.
Wednesday	Mon.

CLOCK TIME TO DIGITAL TIME:

6:00

12:15

8:00

NUMBERS:

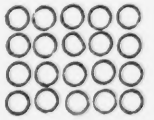
15

9

20

5

10



Suggested Use

101-4, 102-6, 103-1, 103-4, etc.

LITERACY SKILLS: Matching pairs of equivalents (e.g. days of the week to their abbreviated forms, digital time to clock time, pictures to words)

Prerequisite Knowledge/Skill

Learners should be familiar with the numbers, letters, and words to be matched.

Content

. numbers
. letters (e.g. upper
. to lower case)
. words
. time
. pictures
. money

Materials

. blackboard and chalk
. worksheets and pencils

Grouping

. whole class
. individuals

Instructional Steps

1) TS writes 2 examples of this activity on the board.
2) TS does one example, then asks a student to do the second example for the whole class to see.
3) TS hands out worksheets. Learners match pairs which are placed in parallel columns.
4) TS circulates around the room to help learners do this correctly.

Variations/Notes

a) Since Vertical Matching is primarily a worksheet activity in which students work silently by themselves, some type of related group oral exercise should be done first. Word Card Matching and Concentration are good warm-ups for Vertical Matching.

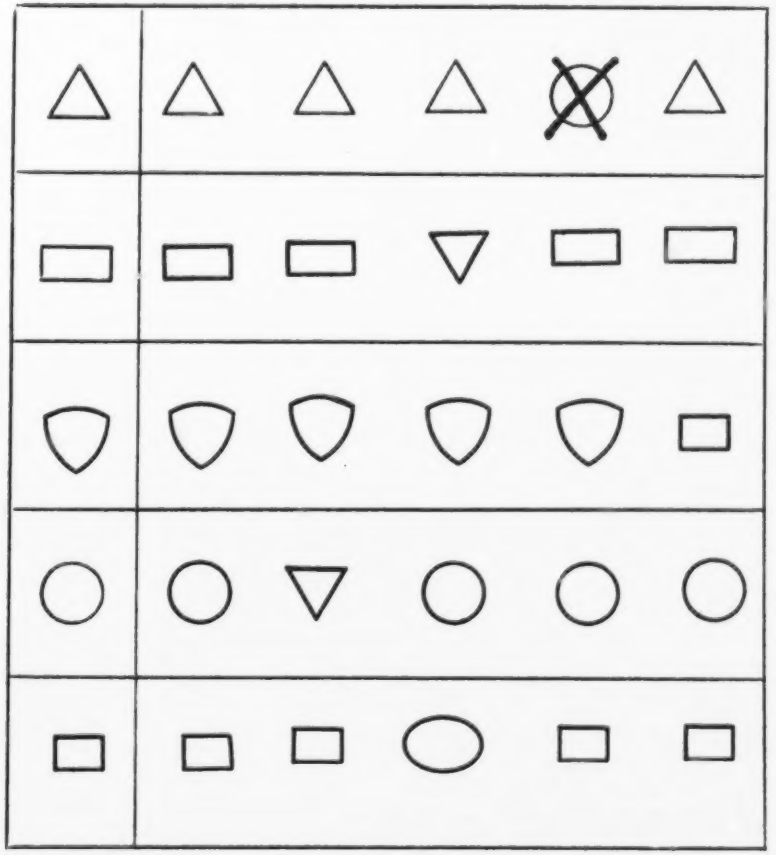
b) Literacy instructors must often prepare their own worksheets. See p. 125 for information on making photocopies.

VERTICAL MATCHING

VISUAL DISCRIMINATION

NAME _____

CROSS OUT THE DIFFERENT ONE



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CIRCLE THE SAME NUMBER

9	6	9	7
3	4	5	3
5	5	7	6
8	9	6	8

CIRCLE THE SAME WORD

NAME	SAME	NAM	NAME
ADDRESS	AVENUE	ADDRESS	DRESS
CITY	CITY	CENT	CTA
STATE	STREET	STATE	DATE

217

Suggested Use

101-2, 101-4, 101-6

LITERACY SKILLS: Recognizing similarities and differences among a series of geometrical shapes, letters, numbers or words; drawing circles.

Prerequisite Knowledge/Skill

Learners should be able to recognize similarities and differences between real objects.

Content

- real objects
- 2 dimensional geometric shapes
- numbers
- letters
- vocabulary

Materials

- real objects
- worksheets and pencils
- blackboard & chalk

Grouping

- whole class
- individuals

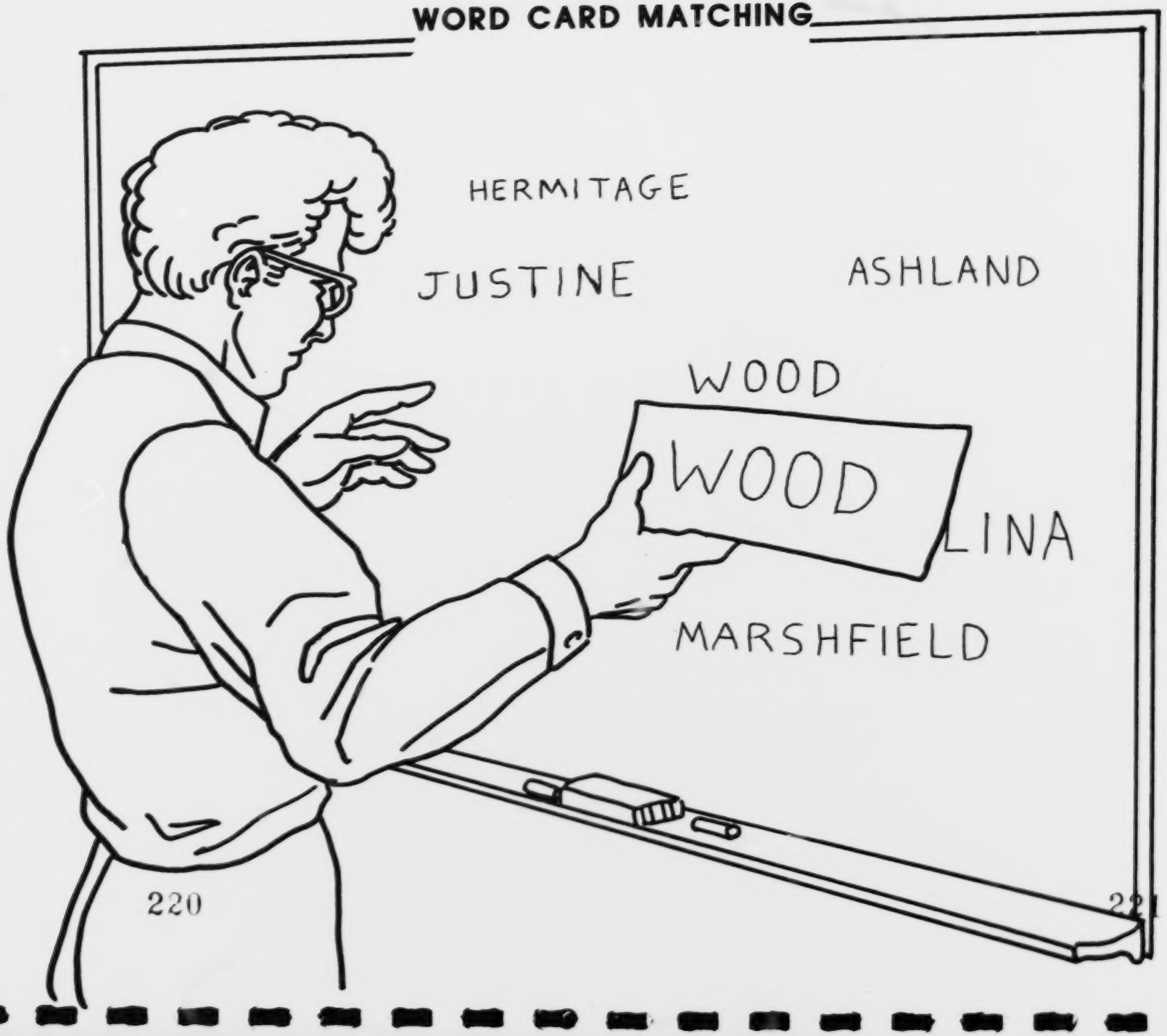
Instructional Steps

1) TS draws a row of shapes on the board.
2) Learners identify shapes which are identical to the initial one in the row.
3) TS or a learner circles the identical shape.
4) Repeat this exercise on worksheets with more examples of the same content.

Variations/Notes

a) TS draws a row of shapes, all but one being the same.
Learners identify the one shape that is different.
Learners cross out the different shape.

WORD CARD MATCHING



Suggested Use

101-4, 102-1, 102-4, 102-6, etc.

LITERACY SKILLS: Matching visual symbols (numbers, letters, words); associating the aural to the visual symbol.

Prerequisite Knowledge/Skill

Learners should have some familiarity with the numbers, letters, or words on the cards.

Content

- numbers
- letters
- words

Materials

- 5 X 8 index cards
- marking pens
- chalkboard
- one set of cards for each learner or group of learners in the class

Grouping

- whole class
- small groups
- pairs

Instructional Steps

Visual→Visual Matching Practice

1) The Training Specialist displays a card for the class to see.
2) Learners select the same card from their decks and hold them up.

Visual→Visual Matching Practice at Chalkboard

1) TS writes a variety of student names, street names, or vocabulary words on the board.
2) Learners come to the board and hold their cards next to the appropriate word.

Aural→Visual Association Practice

1) TS selects a card and calls it out (without showing it to the class).
2) Learners select the same card from their decks and hold it up.
3) TS shows the card to the class so that learners can check if they have selected the correct card.
4) Learners should be encouraged to monitor their own selections and to accept the responsibility of correcting themselves.

Variations/Notes

a) Cards can be used as a quick review with the TS holding the card up and the learners naming the number, letter, or word. This is a more traditional flashcard activity. With each learner holding their own deck, more attention is focused on the literacy activity of reading on one's own.
b) If the class is working in small groups, one of the more advanced learners of the group can take the role of the TS and select the cards to be flashed.

WORD CARD MATCHING

WORD SPACE

CHICAGOIL60640

SEEYOUTOMORROW

_____ _____ _____

(Spaces or lines for letters and words will aid beginners.)

224

STANDUP

1. _____ __

GOTOTHEBOARD

2. __ __ ___ _____

WRITEYOURNAME

3. _____ _____ _____

GOTOYOURCHAIR

4. _____

5.

(Learners complete Item 5 as they choose.)

Items 1-5 above are designed for a multilevel class (nonliterate and semiliterate learners). A written exercise like this should only be done after students have had ample opportunity to hear, say, and read the sentences.

225

Suggested Use

102-2, 103-2, 103-5

LITERACY SKILLS: Recognition of word boundaries; producing spaces between written words.

Prerequisite Knowledge/Skill

Learners should have proficiency in the formation of letters. They should also be familiar with the words to be separated from previous oral and reading practice.

Content

- phrases from signs, forms, etc.
- sentences from dialogues, monologues, or exercises

Materials

- chalkboard
- chalk
- worksheets
- paper & pencil

Grouping

- whole class
- individuals

Instructional Steps

1) After learners have had sufficient practice saying and reading a phrase or sentence, they are presented with a written version in which spacing has been omitted.

2) Learners copy the phrase or sentence and produce correct spacing.

Variations/Notes

a) In the writing systems of some languages words are often printed without spacing between them. Students literate in such writing systems, as well as all nonliterate students, need to be made aware of the importance of spacing in English.

WORD SPACE

A NOTE ON MATERIALS

Special materials are very helpful in working with ESL literacy learners. Below is a list of supplies which will be useful in implementing the literacy strategies suggested in this curriculum.

a. individual student notebooks or folders

b. extra-wide ruled paper

c. large writing pads

d. marking pens

e. colored chalk

f. staff line drawer (for drawing guide lines on the chalkboard)

g. alphabet charts and flashcards

h. number flashcards

i. addition and subtraction flashcards (in vertical format)

j. index cards of various sizes and colors

k. construction paper

l. long strips of colored paper to write sentences on

m. objects for counting practice

n. content appropriate realia

o. real money (coins and bills)

p. public notice signs (OPEN, CLOSED, EXIT, MEN, WOMEN, etc.)

q. sets of picture cards

r. large pictures for language experience stories

s. posterboard for making large signs (Action Cards, etc.)

t. a clock for classroom demonstration

u. foam letters and numbers, pipe cleaners (for preliterate learners who may need a more tactile approach to number and letter recognition and formation)

v. masking tape, scotch tape, scissors

Many of these materials can be purchased at art and office supply stores. In addition, there are a number of stores in the Chicago area which specialize in educational supplies. Five of these are:

The Learning Tree (I)
4410 N. Clark Street
Chicago Phone: 769-3739

The Learning Tree (II)
4482 S. Archer Avenue
Chicago Phone: 769-3739

Curriculum Teacher's Store
2115 E. 87the Street
Chicago Phone: 221-0501

The School Bell Teacher's Store
3337 W. 95th Street
Evergreen Park Phone: 424-8330

Beckley-Cardy Educational Station
D-128 Woodfield Mall
Schaumburg Phone: 490-9622

Other sources of educational materials are listed under "School Supplies-Retail" in the consumer yellow pages phone directory.

Photocopies

This curriculum makes suggestions for display pages, worksheets, and other student materials to be prepared by the Training Specialist. Such materials will have to be duplicated in order for each learner to receive a copy. CUSI itself has limited copying facilities. Training Specialists may wish to call their regional office to inquire about making copies there.

In Chicago there are a number of commercial duplicating services charging 5¢ per copy or less. Three of these are Easy Copy (7 locations), Copyworks (4 locations), and Kinko's (3 locations). Look under "Copying & Duplicating Service" in the consumer yellow pages for the location nearest you, as well as for addresses of other discount copy centers.

SAMPLE LESSON SEQUENCE

Course 103
Communication Objective 2

TELLING TIME

Suggested Lesson Outline

a. Presentation

b. LEA Story (Language Experience Approach)

c. Word Card Matching

d. Copy-Write

e. Look & Write

f. Scrambled Sentences

g. Question-Answer Drill

h. CCCU (Circle, Check, Cross Out, Underline)

i. Dictation

j. Presentation

k. Repetition

l. LEA Story (review)

m. Dialogue

n. Word Space

TELLING TIME

Background Information on the Learners

This class is composed of 16 regular attenders. Seven are Hispanics with 3-8 years of education. Six are Assyrians with 5-10 years of education. Three are Cambodians with 0-3 years of education. Most of the students have been in America 1 year or more. However, 4 have been here less than 6 months.

Language Level

The majority of these students have some oral proficiency. Three or four can sustain a simple conversation on familiar topics. The 4 new arrivals, however, are at the very beginning level of oral English.

Literacy Level

About 1/3 of the students are fully literate in their native language, while 1/3 are illiterate. In terms of English language literacy, about 1/2 the class can quickly copy anything the teacher writes on the board. One or two can transcribe known words when dictated orally. However, about 1/3 of the class have difficulty just forming letters and copying from the board.

Meeting Place

A room in a community center in Albany Park

Schedule

The class meets for 2-hour sessions 4 mornings per week.

SAMPLE LESSON SEQUENCE

TELLING TIME

Mary, an experienced Training Specialist from another region, was transferred to this site at the beginning of the module. She spent most of the first week on registration and getting to know the learners--their names, occupations, and reasons for wanting to learn English. Mary gave the students CUSI's Interim Placement Test, which revealed a lot about their English language and literacy levels. She tried teaching the first lesson of Side by Side, but soon discovered that reading from the book was too difficult for all but one or two of the students in the class.

Over the weekend Mary thinks about lesson topics that will meet the needs of her class. She jots down several of these: money, time, transportation. She chooses "time" as a good place to start. It's a topic that encompasses the reading and writing of numbers, a basic literacy skill that some of her students need practice with.

Mary also reflects on the different English proficiency levels represented in her class. She realizes that the class is multilevel in terms of both oral English and English literacy. Therefore, she spends some of her weekend planning learning activities that will be appropriate for each of the students in her class.

Note: Abbreviations used in the following lesson sequence include:
TS = Training Specialist
S = Student
Ss = Students

TELLING TIME

A lesson sequence for Monday morning of the 2nd week of "Mary's" class.

a. Presentation

TS walks into class, says "I'm early. What time is it? Ah, it's 8:55." More advanced learners will be able to understand and join in with phrases like "José is early". "I'm early too". etc. TS writes 8:55 and 9:00 on blackboard to establish the meaning of early.

1. Digital Time

   TS draws clock face on board. Reads numbers 1-12. Ss repeat.

   TS writes digital times on board, reads. Ss repeat.

   1:00 "one o'clock"
   2:00 "whole hour" times only at this point.
   3:00
   etc.

2. Hand-Clock Time

   TS uses "prop" clock to show hand positions. TS pronounces time, Ss repeat. 6:00, 7:00, 8:00, etc.

   TS shows times on clock. Volunteers answer. Then whole class repeats.

b. LEA Story (Language Experience Approach)

"prop" clock made from paper plate

1. TS writes on board and also shows with prop clock 9:00 - 11:00
2. By pointing and gesturing, TS gets learners to volunteer phrases such as: "I come school 9:00", "go home 11:00", "2 hours", "study English", "Monday, Tuesday, Wednesday, Thursday", etc. Oral only, no writing yet. If the more advanced Ss threaten to monopolize this activity, the TS should direct specific questions to other Ss.

3. After sufficient oral discussion, Ts records the learners' statements with black marker on a large sheet of butcher paper hung on the wall. TS transcribes what the learners say, grammatical errors and all (but not pronunciation errors).

I COME SCHOOL 9:00. I GO HOME
11:00. I STUDY ENGLISH 2 HOURS.
I GO SCHOOL MONDAY, TUESDAY,
WEDNESDAY, THURSDAY.

4. After each statement is transcribed, TS reads it back while running finger under words. TS asks learner who made the statement, "Is this what you want to say?" TS makes changes if learner so desires. If a different learner suggests a change, TS consults first learner, who decides whether to let statement be changed or not.

5. TS reads entire story back to learners.

6. TS invites learners to read along. TS runs fingers under words.

   After several TS - guided readings, Mary chooses an advanced S to run finger under words as Ss read. Meanwhile, Mary uses a marker and 5 x 8 cards to prepare flashcards having individual words from the story on them.

   As she writes the cards TS can elicit oral spellings from the advanced Ss with a kind of feigned amnesia. (e.g. "How do you spell Friday?" etc.)

   These word cards will be used in Step e.

7. Additional Notes on LEA Story (Language Experience Approach)

   Even though this is a whole class activity, it is differentiated to the extent that learners volunteer oral phrases according to their ability. Some may volunteer whole sentences, others only single words. Also, when reading the completed story, no one is forced to read the whole thing. Learners read only the words they recognize.

The main purpose of this activity is to help learners read what they say. Therefore, it is important that the TS transcribe the learners' own words. This is a reading activity, not a grammar lesson. Later, this content will be practiced in grammatically correct form. (See Step m, Split - Level Dialogue.)

Literacy Follow-Up to the Language Experience Story (Two Groups)

Mary divides the class into two groups based on their English literacy ability. The "advanced group" contains those who can copy from the board with relative ease. The "literacy group" contains those who have difficulty forming letters and copying.

LITERACY GROUP

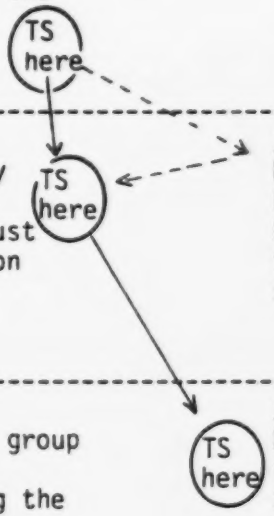
c. Word Card Matching

Mary has prepared 5 x 8 cards having individual words from the story on them. She gives each student a card. Student must walk up to the story and match his word with the word in the story.

ADVANCED GROUP

d. Copy-Write

Copy Language Experience story



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e. Look & Write

These Ss go to blackboard. Mary shows them times using the prop clock (1:00, 2:00, etc.). Ss must write the correct digital time on the board.

f. Scrambled Sentences

Mary shuffles the flash cards she had used with the literacy group. Now the advanced group must put the cards in order to form the story.

One of the Ss from the advanced group takes over Mary's role, showing various times to the group using the prop clock. Ss must write the correct digital time on the board.

g. Question - Answer Drill

Mary comes to this group. They read their copied stories to her. She then asks questions about the reading. (E.g.,What's the longest word? How many letters does it have? How many "days" are in the story? What are the other days? Say. Spell. Write them. Etc.)

Student-Student Practice (cross-ability groups)

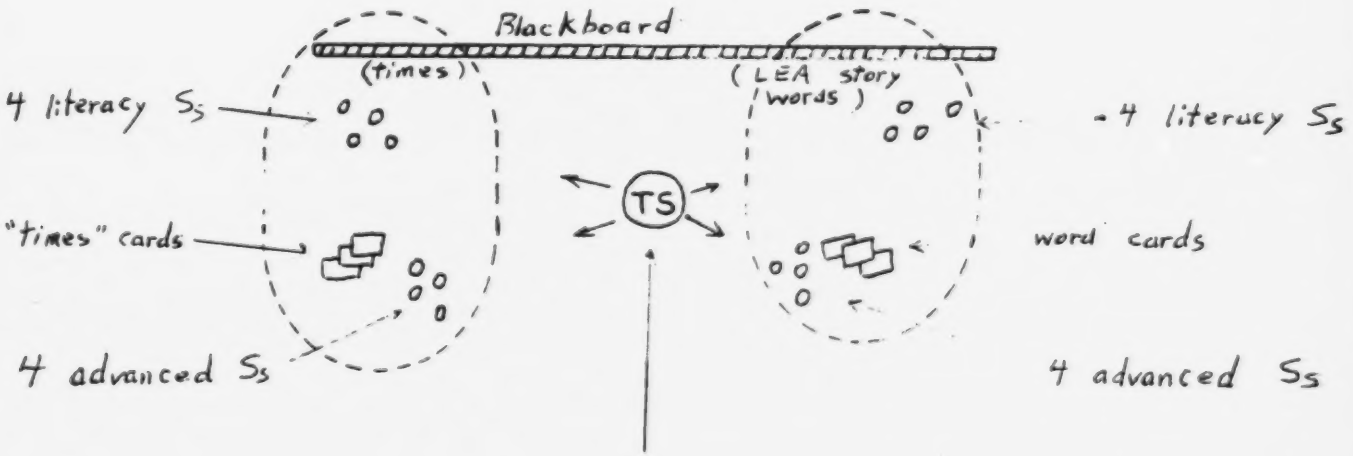
Mary uses her blank 5 x 8 cards and marker to make, on the spot, additional flashcards of digital time (5:00, 6:00, 7:00, etc.). She then divides the blackboard in half and writes on it as follows:

8:00
11:00 12:00
3:00
2:00 6:00
7:00 1:00

SCHOOL
GO COME
ENGLISH MONDAY
HOME I HOURS
STUDY

Mary arranges the Ss into two new groups, each having about 4 advanced Ss and 4 literacy Ss. She takes her 2 sets of cards, (one showing digital time, the other showing words from the LEA story) and gives a set to each group. The 4 literacy Ss in each group stand near the half of the blackboard designated for their group.

Classroom Configuration



TS acts as resource person
for both groups as learners do activity. 133

The activity of each group proceeds as follows: (Note: TS should demonstrate steps 1-3 for the Ss before dividing them into groups.)

h. CCCU (Circle, Check, Cross Out, Underline)

1. One of the advanced Ss looks through his group's deck of cards, chooses one, and pronounces the word (or time) written on it. (In addition to pronouncing the word, Mary encourages advanced Ss to use it in a phrase, such as "Draw a circle around _____" or "Would you please circle _____?")
2. One of the literacy Ss who understands uses chalk to circle that word (or time) where it is written on the blackboard.
3. The used card is set aside, and another advanced learner chooses a card and pronounces it. Again, one of the literacy Ss who understands circles the item on the board.
4. When all items on the board have been circled, Mary collects the cards. She directs the Ss to erase the circles from the board so that it looks as it did at the beginning. The Ss stay in the same groups and repeat the activity. But the TS switches the decks of cards so that the learners who worked with words the first time are now working with "times", and vice versa.

i. Dictation

5. When all the items have been circled, Mary directs the Ss to erase the board. Advanced learners of each group come to their half of the board, while literacy Ss take the cards. Literacy Ss who wish to do so choose a card and read it aloud. The advanced learners of that group must write the word on the board.

6. Ss erase the board. All the Ss keep their same positions. Mary switches the decks of cards and repeats Step 5.

7. Note: Steps 1-6 can profitably be done as a series of whole class activities, especially in a small class. However, in a class of 16 Ss or more, dividing the class into 2 groups speeds things up and reduces the amount of time each S must wait to have a turn.

J. Presentation (whole class)

TS: "What time is it?"

Advanced Ss: "10:15". TS writes 10:15 on board. TS also sets prop clock to 10:15.

TS: "Now what?"

Advanced Ss: "Take a break" "Break-time" etc.

TS: "When?"

Advanced Ss: "Now" "10:20" etc.

TS: "How long?"

Advanced Ss: "10 minutes"

TS draws on blackboard.
TS begins at 4 and counts off 10 minutes. TS encourages Ss to join in chorally, counting 1-10. TS moves minute hand of prop clock slowly from 10:20 to 10:30, counting as she goes. Ss join in, counting 1-10.

TS: "What time will you come back here?"
Advanced Ss: "10:30" Hand-clock now shows 10:30. TS writes
TS: "OK. Let's take 10:30 on blackboard
a break. Come back at 10:30."

k. Repetition

As students come back from the break at 10:30, TS uses prop clock to display and teach 10:30, 11:30, 12:30, 1:30, etc. Learners repeat after TS.

During the 10-minute break, Mary planned now to use the content of the Language Experience Approach story to practice several grammar points that the Ss need work on. She decided to use a split-level dialogue. Before she does this, however, she intends to review the LEA story itself.

l. LEA Story (Review)

TS again hangs up the large piece of butcher paper on which the Ss' LEA story had been transcribed (Step b). TS reads entire story back to Ss while running finger under words. TS repeats and invites Ss to read along with her.

m. Dialogue

1. TS introduces this dialogue as an oral response drill, asking the questions and letting Ss volunteer the answers.
2. TS writes the first question line of dialogue on blackboard. Advanced Ss read it and say the answer. TS writes answer.
3. TS repeats Step 2 with remaining lines of the dialogue.
4. After the entire dialogue has been transcribed on the board, TS has Ss read it orally by parts. Advanced Ss are assigned to read Part 1. Literacy Ss read Part 2.

- the dialogue - (Content derived from LEA story, Step b)

1. DO YOU GO TO SCHOOL AT 7:00 ?
2. NO.
1. WHEN DO YOU GO TO SCHOOL ?
2. 9:00.
1. WHEN DO YOU GO HOME ?
2. 11:00.
1. DO YOU GO TO SCHOOL ON THURSDAY ?
2. YES.
1. DO YOU GO TO SCHOOL ON FRIDAY ?
2. NO.

Note: Among other things, this dialogue is intended to illustrate correct usage of the prepositions at, to, and on.

Reading and Writing Follow-Up (whole class)

Mary wants to give the Ss a final opportunity to practice reading and writing the words from the LEA story and split-level dialogue. Since the English literacy ability of her Ss varies from zero to high-beginner, she uses an exercise that can be done at several levels. She writes the following on the blackboard.

n. Word Space

-on the blackboard-

1. DOYOUGOTOSCHOOLAT7:00
2. NO
1. WHENDOYOUGOTOSCHOOL
2. 9:00
1. WHENDOYOUGOHOME
2. 11:00
1. WHEREDOYOULIVE
2.
1. WHOISYOURTEACHER
2.

Mary helps the Ss to do as much as they can with this.

A. The advanced Ss copy the lines with correct punctuation and correct spacing between the words. They also supply the missing information.

B. Less advanced Ss copy, space, and punctuate as much as they are able.

C. The lowest-level literacy Ss can only recognize one or two words. However, just copying these letters gives them practice making letter strokes. Mary allows them to look at papers of more advanced Ss if they want to get the spacing.

As the Ss finish doing as much as they are able, they hand in their papers. After class, Mary will look over them to get an iea of her Ss' progress and problems. She will make encouraging marks on the papers and hand them back tomorrow. She plans to begin tomorrow's class with a brief review of this assignment.

PART V. BIBLIOGRAPHICAL SECTION

Contents

I. Annotated Bibliography of Classroom Materials
Suitable for ESL Literacy Learning . . .Pages 140-148

A. Texts of First Choice

B. Other Useful Texts

II. Bibliography of Professional Resources
for ESL Literacy Instructors . . . . . Pages 149-151

How to Obtain Materials

The Chicago Urban Skills Institute maintains resource collections at its four regional offices and also at 3901 South State Street. Materials available at these locations are identified by notes attached to their bibliographical entries. In addition, notes are attached to titles available from several other agencies.

Single copies of many of the titles in these bibliographies can be borrowed by Training Specialists from the Northwest Educational Cooperative Library, 500 South Dwyer Avenue, Arlington Heights, IL 60005. Books can normally be obtained and returned by mail. Write to them for information on how to register for free borrowing privileges.

ANNOTATED BIBLIOGRAPHY

of

Classroom Materials Suitable for ESL Literacy Learning

A. TEXTS OF FIRST CHOICE

Mrowicki, Linda and Peter Furnborough, A New Start, Heinemann Educational Books, Exeter, NH, 1982.

Student Book
Cassette Tapes
Literacy Workbook 1
Literacy Workbook 2
Teacher's Book

The subtitle, A Functional Course in Basic Spoken English and Survival Literacy, is an accurate description of this comprehensive program. All the components necessary for teaching very beginning level learners are here. The Student Book contains oral/aural activitites for use with all basic beginning ESL students. Individual units are based upon functional/survival language needs, such as Greetings, Counting Money, Giving Personal Information, Correcting a Mistake Politely, Making an Appointment, Requesting Emergency Assistance, and so on. The Cassette Tapes contain the oral dialogues, drills, and listening comprehension exercises from the Student Book. Each Literacy Workbook covers a progression of basic reading, writing and computation skills necessary for further language learning. The activities for reading and writing reinforce the content matter in the Student Book and give practice in the basic preliteracy skills of visual discrimination, left-to-right directionality, and letter and number formation. These literacy skills are developed by reading, matching, tracing, copying and writing practice. The Teacher's Book describes how to use these materials with a class of all literacy learners or a heterogeneous class of literate and nonliterate students. This fine book is nicely organized, and the illustrations are clear and uncluttered.

Note: Single copies of this item (except the cassette tapes) may be available from CUSI regional office resource collections. Training Specialists should contact their Assistant Regional Director for further information. Copies of these materials (including the cassette tapes) can also be obtained from the Audio-Visual Department of the Learning Resource Center, CUSI, 3901 S. State Street. Call 624-7300 extension 205 for information on borrowing procedures.

Wigfield, Jack, First Steps in Reading and Writing, Newbury House, Rowley, MA, 1982.

Student Book
Teacher's Guide

As its title indicates, this text focuses on very beginning reading and writing. Students with little or no speaking ability will need other activities to develop oral fluency. Nevertheless, this book's exclusive focus on literacy makes it useful for nonliterate learners who may differ widely in their oral abilities. Flexibility is achieved by making each of the 80 lessons self-contained and about equal in difficulty. Activities within each lesson vary in difficulty, but the book as a whole is neither sequential nor cumulative. This feature makes it very suitable for multilevel, open-entry classes, as well as for preliterate learners who typically need many days of practice with any literacy task. Each lesson focuses on a sound/spelling pattern and introduces important sight words. A special feature of each lesson is the literacy dialogue, which has been carefully constructed to allow even very beginning readers to participate. In addition to this Dialogue, each lesson contains eight other activities: Form, Read, Read and Write, Contrasts, Listen and Write, Separate, Write a Note, and Copy. After the entire class has completed the Dialogue, the order in which the remaining activities are completed can vary from student to student. In this way, the book allows learners to progress at their own rates. This innovative book is flexible enough to complement a variety of teaching and learning styles.

Ligon, Fred, In Sight, Experiment in International Living, Brattleboro, VT, 1982.

This a wonderful, fun, and exciting book best used as supplementary material in an ESL literacy class. The book is divided into five sections: Writing Exercises, Form Language, Matching/Selecting Exercises, Games, and Picture Stories. There is an appendix with a vocabulary outline and directions for the games. The five sections, each devoted to different literacy skills, are charmingly illustrated and usually clear. The Picture Stories section is particulary interesting. Each story is told in a sequence of approximately ten cartoons. The point of each story hinges on two or three vocabulary items, signs, or directions. These ingenious stories may be used for teaching inference and predicting skills as well as vocabulary. Language experience stories could also be spun from the Picture Stories.

Somers, David J., Learning Functional Words and Phrases for Everyday Living, Frank E. Richards Publishing Co., Phoenix, NY, 1977.

This is an excellent workbook for teaching adults to understand, read, and write the basic vocabulary of public signs, such as "MEN", "WOMEN", "STOP", "EXIT", and so on. All the words are printed in upper-case letters only. Line drawings help to convey the meaning of each word or phrase. Space is provided for learners to trace and copy the words of the signs. This is fine supplemental material for literacy classes.

B. OTHER USEFUL TEXTS

Bassano, Sharron, Consonants Sound Easy: A Phonics Workbook for Beginning ESL Students, Alemany Press, Hayward, CA, 1980.

This book does not provide a detailed or exhaustive treatment of phonics. Rather, it presents about 30 sound-symbol relationships involving single consonants and the diagraphs SH, CH, PH, TH, and CK. Line drawings are used to convey the meanings of words containing these consonants. An introductory section gives simple, clear directions for using these illustrations to teach the selected phoneme-grapheme relationships. This book is appropriate for semiliterate students who have considerable oral proficiency and have learned to read a substantial number of words on sight. A companion volume, Sounds Easy!, presents the English vowels. This second book is more difficult, and it is therefore not recommended for use with ESL literacy learners.

Beal, Kathleen Kelley, Entry to English, Steck-Vaughn, Austin, TX, 1982.

Student Workbooks 1, 2, 3, 4
Teacher's Editions 1, 2, 3, 4

This carefully-sequenced program concentrates on the teaching of literacy: additional materials will be needed to develop the learners' oral language. Book 1 contains very good activities for recognizing and producing numbers and block-printed letters. There are also excellent activities for left-to-right directionality and counting. Book 2 introduces sight-word vocabulary for personal information forms, public signs, and emergencies. There is also an extensive section on money. Clock time, the calendar, and common locations are introduced in Book 3. Book 4 provides practice in reading food labels, menus, and health vocabulary. There is also a good section on job vocabulary. Books 2-4 each contain a fairly substantial section on phonics. In all 4 books, literacy learning activities are presented in the situations of everyday life: shopping, working, waiting for a bus. This sense of "everyday reality" is enhanced by the abundant and appropriate use of photographs throughout the series.

Boyd, John R. and Mary Ann Boyd, Before Book One: Listening Activities for Prebeginning Students of English, Regents, New York, 1982.

Student Workbook
Teacher's Manual

This book assumes that students can make distinctions between small letters and pictures, and that they have mastered left-to-right directionality, the printing of letters and numerals, and simple numeric addition as well. For such students this book provides good activities to develop aural comprehension. Since the directions for these activities are given in the Teacher's Manual, it is essential that instructors read carefully and simplify activities that may be too difficult for their students.

I Like English Teaching Cards, Scott, Foresman, Glenview, IL,1981.

This is a set of 80 picture cards. Each card measures 8½ by 11 inches and has a color photograph on each side. Buildings, animals, and kitchen utensils are depicted, as well as articles of clothing, furniture, and food. There are also many good photographs of people performing actions. Although these cards are of excellent quality, we advise that they be used cautiously with ESL literacy students. Care should be exercised not to overwhelm learners by introducing too many new cards (and words). Picture cards such as these are best used as a support for other lesson activities and not as an activity in themselves.

Note: This set may be available from CUSI regional office resource collections. Training Specialists should contact their Assistant Regional Director for further information.

I Want to Speak English, The International Institute of Minnesota, St. Paul, 1982.

Student Workbook
Instructor's Guide

This is an excellent supplementary workbook for an ESL literacy program. Although it appears to have been written especially with Hmong students in mind, preliterate and nonliterate students from other cultures could also benefit from using it. The format is clear and uncluttered, the print is large, and space is provided for writing practice. Topics covered include form language (name, address, state), classroom objects, colors, prepositions of place, daily activities, clock time, family relationships, household items, food, money, seasons, clothing, parts of the body, and feelings. Many simple, clear illustrations are provided to help teachers convey the meanings of these important topics.

Keltner, Autumn Leann Howard and Frances Lee, Basic English for Adult Competency, Prentice-Hall, Englewood Cliffs, NJ, 1983.

Student Book
Teacher's Edition

This text is a simplified version of much of the material found in English for Adult Competency, Book 1. The contents are arranged in 8 units: Identification and Communication, Food and Money, Health and Emergencies, Transportation/Following Directions, Housing, Clothing, Occupations/Jobs, Banking and Postal Services. The Basic student book consists mainly of pictures which clearly illustrate these everyday topics. The teacher's edition suggests explanations, drills, and dialogues for each page of pictures. Many of the activities in the teacher's book are excellent, such as TPR sequences, picture card routines, and pair practice activities across information gaps. However, the main goal of most of these exercises seems to be oral fluency. In order to teach literacy, the teacher will have to design many reading and writing exercises to follow up the oral work.

Note: Single copies of the student book may be available from CUSI regional office resource collections. Training Specialists should contact their Assistant Regional Director for further information.

Literacy Kit, Southeast Asia Regional Service Center, Center for Applied Linguistics, Washington, D.C., 1981 and 1982.

These 6 workbooks of 34-43 pages each are excellent for teaching letter and numeral formation to adults. The examples are large, the lines for students practice are extra wide, and there is plenty of room for tracing and copying. Handwriting Activities Book 1 (1981) provides practice in making various strokes that are components of block-printed and cursive letters. Handwriting Activities Book 2 (1982) presents block capitals in alphabetical order. Each example has numbered arrows to indicate the order and direction of the strokes. Handwriting Activities Book 3 (1982) presents lower-case printed letters in similar fashion. Handwriting Activities Book 4 and Book 5 (both 1982) present, in turn, upper- and lower-case cursive letters. Handwriting Activities Number Book 1 (1982) presents the numbers 0-100. In addition to teaching formation of the numerals, simple pictures of objects are included to teach counting.

Longfield, Diane M, Passage to ESL Literacy, Delta Systems, Arlington Heights, IL,1981.

Student Workbook
Instructor's Guide

Although these materials can stand on their own and need not be used with any other book, they seem to have been initially written for very beginning students who were not ready for English as a Second Language: A New Approach for the 21st Century (published first by Modulearn and later by Delta). The largest part of this book, Part 3, is a modified version of the first ten lessons of English . . . 21st Century. In Passage to ESL Literacy these lessons have been broken into small bits suitable for very beginning students. A larger, more readable typeface has been used, and extra space for writing practice has been added. Detailed directions for oral drills, flash-card routines, and word games have been included in the Instructor's Guide. Part 1 of the book, Pre-Literacy, contains exercises for practicing visual discrimination between various shapes and letters. This part also has activities for learning numbers and writing personal information. Part 2, Literacy, provides practice with letter formation, sight word recognition, and filling out forms. There is also an emphasis on phonics as a way of helping learners to associate printed letters with the sounds of English. Part 4 is an optional section on cursive writing.

Number Book 2: On Time, International Catholic Migration Commission and the Southeast Asia Regional Service Center, Center for Applied Linguistics, Washington, D.C., 1982.

This 96-page workbook is clearly illustrated, carefully designed, and well-sequenced to give a thorough introduction to basic digital and hand-clock time. The models are large and easy to read, and plenty of space is available for copying practice. Many visual discrimination and matching exercises are provided. The last 20 pages are devoted to everyday applications of reading time. The controlled, gradual pace of this book is appropriate for nonliterate students. Since it has very few written directions or teacher's notes, teachers who are new to ESL literacy work should use this book with care.

Number Book 3: Money, International Catholic Migration Commission and the Southeast Asia Regional Service Center, Center for Applied Linguistics, Washington, D.C., 1982.

This 222-page workbook gives a thorough introduction to identifying and counting U.S. currency, and it also provides ample practice in reading and writing monetary amounts. The format, organization, and level of difficulty are very similar to Number Book 2: On Time. This is a fine supplementary book for use with nonliterates, even though there are almost no teacher's notes or directions. The final 1/3 of the book is devoted to simple everyday applications of using money.

Piltch, Benjamin, Find the Right Letter: Letter Discrimination Practice, Frank E. Richards Publishing Co., Phoenix, NY, 1972.

This workbook contains 30 exercises in which learners must circle the letter that is either the same as or different from the given letter. Exercises are included for both upper and lower case printed letters. No attempt is made to teach spelling, phonics, or letter names. Like the two books listed below by the same author, this workbook focusses solely on mechanical recognition skills.

Piltch, Benjamin, Find the Right Number: Number Discrimination Practice, Frank E. Richards Publishing Co., Phoenix, NY, 1972.

This workbook consists of 31 pages of numeral discrimination exercises. These exercises, which are arranged in order of increasing difficulty, require students to circle digits which are the same as or different from other digits. Literacy skills developed by this book include directionality, recognition, and visual discrimination. This book does not teach students what the digits mean, nor does it teach them how to write digits.

Piltch, Benjamin, Find the Right Word: Word Discrimination Practice, Frank E. Richards Publishing Co., Phoenix, NY, 1972.

This simple, unillustrated workbook is useful for giving students practice in word matching and discrimination. No attempt is made to teach meaning or writing of words. The first 22 pages contain visual discrimination exercises of the "same as" or "different from" variety. These exercises gradually increase in difficulty. The last 14 pages of this book require students to discriminate between correct and incorrect sequences of sentences. We do not recommend the use of these pages, since most ESL literacy students will not be able to read the sentences involved.

Seward, Bernard, Writing American English, Alemany Press, Hayward, CA, 1982.

This book is a course in cursive handwriting for students who need practice with the roman alphabet. The cursive letters are introduced in groups by distinctive features. For example, the letters e, i, u, and t are introduced together because they are characterized by a similar basic stroke. Each page of this book is lined to allow for tracing and coping. Crosses are used to point out the starting points of letters and arrows are used to indicate the direction of strokes. Both upper and lower cases of the cursive script are covered. The numerals 0-9 are introduced in Section 4. Punctuation marks and examples of their use are treated in that section as well. The last section of the book consists of 5 passages which can be copied for practice. This book should be used cautiously in literacy instruction. Except for signing one's name, writing in cursive is rarely required in our students' everyday lives. This would be a good book for Training Specialists to use with those students who express a definite interest in learning the cursive style.

Townsend, Rebecca Mae, Improving Your Handwriting, Steck-Vaughn, Austin, TX, 1978.

Although this workbook in cursive handwriting is intended for native speakers fo English, it may be a useful source of ideas for Training Specialists whose semiliterate students wish to learn the cursive style. The letters are grouped by distinctive features, and numerals and punctuation marks are covered.

Note: Single copies of this book may be available from CUSI regional office resource collections. Training Specialists should contact their Assistant Regional Director for further information.

BIBLIOGRAPHY

of

Professional Resources for ESL Literacy Instuctors

This ESL Literacy Curriculum was not created in a vacuum. In their efforts to produce the best possible materials for the adult ESL learners of Chicago, the writers have carefully examined curricula, textbooks, and professional articles produced by other institutions and individuals. They have drawn inspiration and ideas from many sources, and feel particularly indebted to the following:

Bell, Jill and Barbara Burnaby, A Handbook for ESL Literacy, Ontario Institute for Studies in Education, Toronto, Canada, 1984. Sold by Alemany Press, 2501 Industrial Pkwy. West, Dept. N P, Hayward, CA 94545.

Bright, J., K. Koch, A. Ruttenberg, and D. Terdy, An ESL Literacy Resource Guide, Illinois Statewide ESL/Adult Education Service Center, Arlington Heights, IL, 1982. (Note: This item can be purchased for $1.50 from Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455. Their toll free number is 800-322-3905.)

English as a Second Language Resource Manual, Volumes I & II, Southeast Asia Regional Service Center, Center for Applied Linguistics, Washington, D.C., 1982.

Haverson, Wayne, "Literacy Training for Limited English Speaking Adult Learners," in Teaching ESL to Illiterate Adults, Adult Education Series 9, Center for Applied Linguistics, Washington, D.C., 1980.

McGee, Donna, "Pre-Literacy: Definitions," a paper presented at the Literacy Symposium of the TESL Association of Ontario, Canada, 1978.

Wigfield, Jack, "ESL Adult Literacy," a paper delivered at the TESOL Convention in New York City, March 1976.

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2. What kinds of students do you have?

3. Comments on the ESL Literacy Curriculum:

   I. Introduction

   II. Communication Objectives

   III. Teaching Strategies

   IV. Sample Lesson Sequence

   V. Bibliography

4. Additional Comments and Suggestions (use back of this sheet if necessary)

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